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ABSTRACT

This document is a collection of articles about educational developments in England, Scotland, Wales, and Northern Ireland during the period 1982-1987. The topics covered include corporal punishment, the examination system, curriculum revisions in mathematics and science, Scottish education issues, teacher education and training, technical education, dropouts, improving the quality of education, education for the disabled, Northern Ireland education issues, middle schools, minority education, higher education, industry--education partnership, teacher salaries, computers in the schools, vocational education, homework, acquired immune deficiency syndrome (AIDS), foreign language performances, geography, job market for graduates, primary schools, drug education, and the views of the leading national political parties (the Alliance, the Labour Party, and the Conservation Party) on educational policy. Each article is reproduced with the bibliographic citation, footnotes, if any, and descriptors assigned by the Council of Europe's Documentation Centre for Education in Europe (EUDISED). (DJC)

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Educational developments in the United Kingdom 1982-87

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PREFACE

The articles in this publication have been taken from issues of the periodical News-letter/Faits Nouveaux (ISSN 0252-0591) which appeared during the period 1982-1987. News-letter/Faits Nouveaux is published by the Documentation Centre for Education in Europe and is designed to meet the needs of those who are interested in comparative education by giving information on educational developments in member states of the Council for Cultural Co-operation.

The period covered extends from the decision of the European Court of Human Rights (February 1982) on corporal punishment in schools to the manifestos of the major political parties published for the June 1987 general election.

Abstract

The publication reproduces articles published in issues of News-letter/ Faits Nouveaux (ISSN 0252-0591) during the period 1982-1987. The articles concern educational developments (legislation, policy statements, committee reports, research findings, etc.) in the United Kingdom.

EUDISED descriptors

administration of education; aims of education; educational policy; educational provision; survey; system of education; trend; United Kingdom.

CORPORAL PUNISHMENT AND THE EUROPEAN COURT OF HUMAN RIGHTS

By judgment delivered at Strasbourg on 25 February 1982 in the case of Campbell and Cosans, the European Court of Human Rights held, by six votes to one, that Mrs. Campbell and Mrs. Cosans had been victims of a violation of the second sentence of Article 2 of Protocol No. 1 (1) to the European Convention on Human Rights on account of the existence of corporal punishment as a disciplinary measure in the schools attended by their children. The Court also held, by the same majority, that the suspension of Mrs. Cosans' son from school following his refusal to accept such punishment amounted to a denial of his right to education, contrary to the first sentence of the said Article 2.

When Mrs. Campbell applied to the Commission, her son Gordon was attending a state school in Scotland in which corporal punishment is used for disciplinary purposes. The local education authority had refused his mother's requests for a guarantee that he would not be subjected to this measure. In fact, he was never so punished whilst at that school.

Following his refusal to accept corporal punishment in September 1976, Mrs. Cosans' son Jeffrey was suspended from the state school he was attending in Scotland. In January 1977, the authorities indicated that they would lift the suspension; however, this was not actually done in view of the fact that Jeffrey's parents stipulated that, if he were re-admitted, he should not receive corporal punishment for any incident while he was a pupil. In the event, Jeffrey, who ceased to be of compulsory school age in May 1977, never returned to school.

Under Scottish law, schoolteachers may administer corporal chastisement in moderation as a disciplinary measure. Excessive, arbitrary or cruel punishment by a teacher or its infliction for an improper motive would constitute an assault and could give rise to a civil claim for damages or to prosecution for a criminal offence.

The United Kingdom government are committed to a policy aimed at abolishing corporal punishment as a disciplinary measure in Scottish schools, but they take the view that that policy is best implemented by seeking to secure progress in this direction by consensus of all concerned rather than by legislation.

Second sentence of Article 2 of Protocol No. 1

The Court recalled that a Contracting State is bound to respect parents' philosophical convictions in the exercise of each and every function which it assumes in relation to education and to teaching. Contrary to the government's submission, the Court held, inter alia, that in Scotland the functions assumed by the State, which had undertaken responsibility for formulating general education policy, extended to questions of discipline in general, discipline being an integral part of any educational system.

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(1) Article 2 of Protocol No. 1. No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.

The expression "philosophical convictions" was not, in the Court's view, capable of exhaustive definition but, in the context of Article 2, it denoted views which attained a certain level of cogency, seriousness, cohesion and importance, were worthy of respect in a democratic society, were not incompatible with human dignity and did not conflict with the fundamental right of the child to education. The applicants' views on corporal punishment satisfied these various criteria and did therefore, contrary to the government's submission, amount to "philosophical convictions".

The Court rejected the government's plea that the policy of moving gradually towards the abolition of corporal punishment was in itself sufficient to comply with the duty to "respect" philosophical convictions. The Court also did not regard it as established that any other solution would necessarily be incompatible with the United Kingdom's reservation to Article 2, on which the government had relied, whereby the obligation to respect philosophical convictions had been accepted only so far as it was compatible with "the provision of efficient instruction and training, and the avoidance of unreasonable public expenditure".

The Court accordingly concluded, by six votes to one, that both applicants had been victims of a violation of the second sentence of Article 2.

First sentence of Article 2 of Protocol No. 1

Jeffrey Cosans' suspension had been motivated by his and his parents' refusal to accept that he receive or be liable to corporal chastisement; his return to school could have been secured only if his parents had acted contrary to their convictions, which the United Kingdom was obliged to respect under the second sentence of Article 2. Although the State had power under that Article to regulate the right to education, this did not extend to the imposition of a condition of access to an educational establishment which conflicted in such a way with another right enshrined in the Protocol. The Court accordingly concluded, by six votes to one, that there had also been, as regards Jeffrey Cosans, breach of the first sentence of Article 2.

Council of Europe press release, 25/II/1982
(News-letter/Faits Nouveaux 1/82)

EUDISED descriptors: corporal punishment; Council of Europe; discipline; human dignity; parental role; parent-school relation; parental attitude; United Kingdom

THE TEACHING OF MATHEMATICS IN SCHOOLS

Many children are getting mathematics teaching which is not satisfactory, and too many maths teachers are not suitably qualified to teach the subject, says a government report published in January 1982 (1). The report calls for major changes in the way the subject is taught and examined. It rejects the call for "back to basics" maths to be taught which concentrates only on the arithmetical skills of addition, subtraction, multiplication and division, treated in isolation from application to real situations.

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(1) Report of the Committee of Inquiry into the Teaching of Mathematics in Schools "Mathematics counts". London: HMSO, 1982.

The report looks at the results of a research study carried out into the maths needed in adult life and says that a striking feature of the study was the extent to which the need to undertake even an apparently simple and straightforward piece of mathematics could induce feelings of anxiety, helplessness, fear and even guilt in some adults. Very many adults have unhappy memories of their own maths lessons.

The report welcomes the widening of the maths curriculum in primary schools and rejects the view that many primary schools do not pay sufficient attention to developing computational skills in their pupils. Young children should not be expected to move too quickly to written recording, and in the early stages mental and oral work should play a major part in learning.

According to the report maths syllabuses followed by most pupils during the secondary years are very strongly influenced by the content of the O-level school-leaving examination syllabuses, intended only for the top 25% of pupils. It is felt that very many pupils are at present required to follow maths syllabuses whose content is too great and which are not suited for their level of attainment. There should be a fresh look at the maths syllabus, and it should be redesigned from "the bottom upwards".

A number of proposals are made to increase the supply of suitably qualified maths teachers, particularly in secondary schools. The report says that too many potential teachers appear to be put off by widely reported problems of discipline, of the difficulties of teaching or of unhappy schools. There is also evidence to suggest that sufficient money is not being spent on the provision of in-service training for teachers. "Unless additional money is spent on in-service support for those who teach mathematics, the improved mathematical education which we believe could and should be provided for children in the future is unlikely to be available to them," says the report.

Department of Education and Science press notice, 26/I/82
(News-letter/Faits Nouveaux 1/82)

EUDISED descriptors: mathematics; qualitative analysis; teaching methods; United Kingdom

CHANGES IN THE EXAMINATION SYSTEM

At the end of March 1982 Education Secretary Sir Keith Joseph issued a draft policy document describing the steps necessary before a decision can be taken to replace Certificate of Secondary Education (CSE) and General Certificate of Education (GCE) O levels by a single system of examinations at 16+. He emphasised that a single system depended on the development of national criteria for syllabuses and assessment procedures.

The draft document says that there are defects in the present dual system which need to be remedied. "The dual grading scheme does not match any natural division between the aspirations or abilities of the young people concerned. CSE certificates have not been accepted in the way in which holders have been led to expect or which reflect the attainment of many holders by comparison with the attainments of those who are awarded equivalent O-level grades. The lower esteem attaching to the CSE may reduce the motivation of pupils and may lead teachers to expect less of them than they are capable of

achieving. The dual grading scheme confuses schools, pupils, parents and employers, and it is inefficient because it involves duplication of efforts by the examination boards and because some pupils enter both GCE and CSE examinations in the same subject, sometimes on syllabuses which are widely divergent."

The document describes in detail how a single system would work. It covers: the administration of the system; the conduct of the examinations (including age of entry and how results would be graded); significance of the national and subject criteria, as well as other general criteria, and how they would be approved, developed and reviewed.

Sir Keith Joseph set out four tests by which a single system must be judged:

- to do justice to all pupils in the range of ability for which GCE and CSE examinations are designed;

- to set standards at least equal to those of existing examinations at 16+;

- to promote good educational practice and give schools and pupils an incentive to demonstrate their attainments;

- to make the arrangements intelligible to parents and employers and demonstrably more efficient in the use of resources than the present arrangements.

Towards the end of May, Sir Keith Joseph launched a new national qualification for 17 year-olds. It is designed for that large number of young people who stay on in full-time education in schools or further education colleges to improve their job prospects and their effectiveness in employment, but have modest or no examination success at 16+.

The new qualification is intended to give students better preparation either to go straight into a wide range of jobs or gain exemption from entry requirements for certain vocational courses in non-advanced further education. Courses leading to the qualification will have a practical emphasis and are expected to attract about 80,000 young people a year. It is hoped that courses leading to the qualification will begin in September 1984, with the first certificates being awarded in the summer of 1985. Everyone who completes the one-year course will receive the new certificate. The certificate will record performance in the whole range of work covered, and key aspects will be externally examined.

Department of Education and Science press notice, 29/III/82 and 20/V/82
(News-letter/Faits Nouveaux 2/82)

EUDISED descriptors: achievement measurement; assessment; examination system; level of qualification; secondary education; United Kingdom

TWO NEW BODIES PROPOSED FOR CURRICULUM AND EXAMINATIONS

The proposed setting up of an Examinations Council and a School Curriculum Development Council in place of the Schools Council was announced by Education Secretary, Sir Keith Joseph, at the end of April 1982.

The Schools Council (for Curriculum and Examinations) was set up in 1964 and is a charitable trust jointly funded by the Department of Education and Science (DES) and the local authorities. Its object is the promotion of education by carrying out research into and keeping under review the curricula, teaching methods and examinations in schools, including the organisation of schools so far as it affects their curricula. At the invitation of the former Education Secretary, Mr Mark Carlisle, Mrs. N. Trenaman carried out a review of the Schools Council's functions, constitution and methods of work (cf. News-letter 5/81).

Proposed Examinations Council

The Examinations Council would co-ordinate and supervise the conduct of examinations at 16+ and 18+. Its functions would be:

(a) in regard to the activities of the General Certificate of Education and Certificate of Secondary Education boards:

- to ensure that syllabuses and procedures for assessment at 16+ are in accordance with the national criteria which are to be proposed by the boards and considered by the Secretaries of State;

- to approve new A-level syllabuses and revisions to existing syllabuses;

- to monitor the comparability of standards of both 16+ and 18+ examinations;

- to engage in research necessary in support of these activities;

- to consider appeals from individuals;

(b) to advise the Secretaries of State on the validity of national criteria for examinations at 16+ and generally on how the examination system, at both 16+ and 18+, can best serve the needs of the education service and its clients.

This body would be formed of about 10-15 people drawn from within and outside education, appointed in a personal capacity and unpaid, of good standing in their fields and reflecting a broad spectrum of knowledge and experience. The body would carry out its functions through an expert staff. The members would be appointed by the Secretaries of State, after consultation with the interests involved. The body would be funded by the government.

Proposed School Curriculum Development Council

Its functions would be:

- to inform itself broadly of what curriculum development is currently going on;

- to judge its adequacy and to identify gaps and likely future trends;

- to stimulate, within a modest budget, work to meet the identified needs;

- to promote the dissemination of curriculum innovation, whether stemming from its own work or from that of others, where adequate means do not already exist.

The body might have a majority of teachers in a total membership of about 20, appointed by the Secretaries of State in a personal capacity and unpaid. Some two-thirds of the teachers might be selected from lists of names submitted by the teachers' organisations, and these lists, together with names proposed by other bodies, would also be taken into account in appointing the remaining teacher members. Other members would be appointed to reflect appropriate interests: in particular the local education authorities, further and higher education, industry and commerce. DES officials would not be members of the Council, but the Secretaries of State would wish to appoint assessors.

The Secretaries of State propose that its funding will be partly by the government and partly by the local authorities collectively. Some of the government funding would be by way of specific commissions.

Department of Education and Science press notice, 22/IV/1982
(News-letter/Faits Nouveaux 2/82)

EUDISED descriptors: administration of education; committee; curriculum; curriculum development; examination; teacher participation; United Kingdom

SCOTTISH COMMUNITY EDUCATION COUNCIL

On 1 April 1982 the Scottish Community Education Council assumed the functions previously carried out by the Scottish Council for Community Education and the Scottish Education Centre. The new Council will be responsible for advising on community education, for promoting the development of community education, including youth and adult education matters, and for providing information and advisory services. Members have been selected for their collective experience in community education matters. Initial appointment is for a period of three years.

In a letter of support Mr. A. Fletcher, Scottish Office Minister responsible for Industry and Education, expressed considerable concern that following compulsory schooling only one in every two Scots took any further part in education. This was a great loss to the individuals in terms of developing a talent, finding new ways of using leisure time and enlarging their range of contacts. There was also a considerable loss to society, both positively in what these individuals might have contributed and negatively in the sickness which could be created throughout communities. "It is not so much that resources are not provided - indeed the provision is very considerable - it is a matter of deployment, of communication and of motivation. These are areas to which I expect your Council will wish to give special attention," said Mr Fletcher.

Establishment of the Scottish Community Education Council comes at an opportune time according to Ms Elizabeth Carnegy, its chairman. "In a number of important areas of Scottish national life we are in the process of changing direction, and the way we are turning seems closely linked with the ideas, style and method of community education:

- parents increasingly discover the benefits of being more involved in their children's education, so the playgroup movement flourishes;

- the Manpower Services Commission's new training initiative is about the need for young people to develop survival skills for life as well as for work, and for adults being able to learn and re-learn throughout their lives in a rapidly changing world;

- the mounting interest in the broad concept of 'education for capability', the need to learn to be, and stay, as autonomous as possible."

As regards strategy, Ms Carnegy said that the Council would not try to do too much on its own but would operate with and through others with plenty of co-option to working groups. There would be an emphasis on crisp, competent management to give maximum scope to flair.

SCAN, April 1982; Scottish Office press notice, 31/III/1982
(News-letter/Faits Nouveaux 2/82)

EUDISED descriptors: citizen participation; community development; community education; demand for education; life-long education; out-of-school education; participation; United Kingdom

SCOTLAND: SCHOOL INFORMATION FOR PARENTS

Regulations published by the government in July set out details of the information which parents must be given about the school which their child is to attend or other schools which they may wish to choose for their children's education. The Education (School and Placing Information) (Scotland) Regulations 1982 will come into operation on 1 January 1983.

The School and Placing Information Regulations will ensure that parents whose children are due to start at a primary school or to transfer to a secondary school in August 1983 will receive early next year full information about that school. The topics covered will include the school's educational aims, curriculum, extra-curricular activities, policy on homework, uniform, discipline, etc. Other parents - those with children already at the school, or those who think they might prefer to choose it for their child rather than the school serving their area - will be entitled to get the information on request.

In addition basic information about an authority's schools, with brief details of each, will be distributed widely for reference to help parents who want to find out more about available schools, and a wide variety of supplementary information is to be made available to parents with particular interests - for example, those interested in nursery schools or special schools.

The Assisted Places Scheme in Scotland was introduced in Agusut 1981 under legislation contained in the Education (Scotland) Act 1980. The purpose of the scheme is to enable children from families who would not otherwise be able to afford school fees to take up places in independent schools, by providing financial assistance equal to the whole or part of the fees, depending on family income. Other regulations published in July continue that scheme with adjustments and provide a substantive framework for it under the powers contained in the 1981 Act. The regulations also require schools participating in the Assisted Places Scheme to make available on written application by the parents of children eligible for an assisted place information about the school and its organisation, consistent, so far as practical, with the information requirements applying to education authority schools.

Provision exists for parents in England and Wales to obtain similar information on schools.

Scottish Office press notice, 20/VII/1982
(News-letter/Faits Nouveaux 3/82)

EUDISED descriptors: fee-paying school; information; parent-school relation; school; United Kingdom

THE NEW TEACHER IN SCHOOL

More adequate support for newly-qualified teachers during first appointment is among a number of issues raised by Her Majesty's Inspectorate (HMI) in a report published in October ("The new teacher in school". London: HMSO, 1982 ISBN 0 11 270309 7).

Observation of 294 newly-qualified teachers working in the classroom led the Inspectorate to conclude: "At a time when there are considerably more trained teachers available than there are posts for them to occupy in schools, it is disturbing to find nearly a quarter of the teachers in the present sample were considered poorly or very poorly equipped for the task they are given to do."

The report also emphasises:

- a need for better balance in initial teacher training courses;
- a need for those making first appointments to take better note of personal and temperamental factors, as well as academic and professional capabilities;
- a need to ensure that new teachers deal only in subjects in which they are personally competent.

About 80 inspectors throughout England watched 93 primary and 201 secondary teachers at work. Before each visit, teachers were invited to complete a questionnaire giving details of training and qualifications, and the type and level of help given by colleagues, their head teacher and the local education authority. Head teachers received a similar questionnaire.

Over half of all newly-trained teachers were judged to be well or very well equipped for their task, and over three-quarters to be adequately equipped or better. The report states: "The heads of the schools considered an even higher proportion to be well prepared for teaching. This is very encouraging, especially since these assessments were made at a very early stage in the probationers' professional development: some of those considered poorly equipped will undoubtedly improve substantially in their first few years of teaching."

The report adds that there were areas where the teachers themselves felt unprepared, and HMI observations confirmed these doubts. The training of many teachers had not covered areas such as the teaching of the socially deprived, the teaching of children from different cultural backgrounds, and - in primary schools - of mixed age groups. A serious omission was the preparation for a teacher's pastoral role.

An examination of timetables revealed that the match of "training" to "task" was very low. Of the secondary teachers in the sample, 38 were teaching mathematics of whom only 20 were adequately prepared for the subject academically. Of 49 teaching English, only 29 were well prepared.

In their conclusions, the inspectors report: "One might well ask why, after initial selection for training followed by a period of between one and four years of further assessment for suitability as a school teacher, a number of teachers who are temperamentally ill-fitted for the task still find their way into the classroom. The main responsibility must rest with the training institutions, which have unrivalled opportunities for judging the fitness of their students over a period of time."

The report also discusses the mismatch of many of the new teachers' jobs to the training they had received. It points out that in many cases, the school concerned - and the new teacher - knew before appointment that the post was probably unsuitable. It adds: "It was only the fact that the probationer despaired of getting a post and the school of finding a teacher with the qualifications required which led to this outcome. The machinery of appointment seems in part to have been responsible for this desperation. Often, particularly for primary schools, the post had been advertised only locally, or at a very late stage, and sometimes not at all."

The total of 413,819 qualified schoolteachers in England, recorded in January 1981, was 9,000 less than in 1980 and 12,000 below the peak number reached in 1979.

Department of Education and Science press notice, 12/X/1982
(News-letter/Faits Nouveaux 3/82)

EUDISED descriptors: teacher; teacher education; teaching aptitude; United Kingdom

CURRENT THINKING OF POLITICAL PARTIES

The Conservative Party

Sir Keith Joseph, the Secretary of State for Education, supported the introduction of pilot voucher schemes and loans for students in his speech to the Conservative Party congress at the beginning of October 1982. The central theme of his speech was parental choice. "At present, the choice of going to an independent school is open to those who are well-off and, now that we have assisted places scheme, to some of those who are clever," he said. "But the Conservative Party is not concerned only with the rich and the clever. We want to extend choice to every person."

He praised the system of "open enrolment", now being tried in Kent, under which popular schools are given funds to expand by up to one form of entry a year. According to the Education Secretary, a combination of vouchers and open enrolments would mean the disappearance of some of the least good State schools, and increased competition "might galvanize the less good State schools to achieve better results".

On loans, Sir Keith Joseoph said, "We are considering a shift over time from grants for student maintenance towards a system of mixed grants and loans." He added that this could be a means to widen rather than narrow access to higher education.

Sir Keith Joseph also disclosed that the government was considering the publication of Inspectorate reports on individual schools. He said that such reports nearly always found that the school concerned was "caring". But ministers wanted the inspectors to be able to say that "caring includes stretching the mind and the skills of the pupils".

The Labour Party

Addressing the Labour Party conference, Mr. Neil Kinnock, the shadow education secretary, said that the Labour Party had committed itself to replacing selective higher education by a comprehensive system of post-18 education open to all. The plan was to break down the élitist wall that surrounds universities like Oxford and Cambridge and open up their resources to the whole community. An expansion of the whole system instead of its present "contraction and stagnation" was necessary.

The policy document "Labour's Programme 1982", published before the conference, says: "The next Labour government must introduce legislation that sets out a comprehensive system of educational provision for the under-fives up to education for pensioners and gives people the right to such provision."

As regards the under-fives, the document says: "Our new legislation will give local authorities a statutory duty to make provision for all pre-school children whose parents wish it. It will require local authorities to provide nursery education for all 3 and 4 year-olds, and to draw up comprehensive plans for the development of a unified service of day care and education."

According to the document, schools must play a central role in their community. The present legislation on school governors should be amended so that the governing bodies ... would consist of four equal proportions of local education authority representatives, teaching and non-teaching staff, parents and senior pupils, and community co-optees. The local community should have greater access to school buildings and recreational facilities outside school hours.

Primary schools must move away from "labelling" and streaming pupils according to general abilities and give more emphasis to individual needs. The document criticises the Labour Party's former definition of comprehensive education - "non-selective on grounds of attainment" - as "insufficiently positive". This would be replaced in new legislation by a positive definition which could be clearly understood: "a system in which all children have the right to experience a broadly based curriculum, with equal access to all opportunities offered in a school - regardless of attainment or sex - with due emphasis upon the multi-cultural nature of British society".

Social Democratic Party

The Social Democratic Party (SDP) sets out its views on education in "Foundation for the future: an educational and training policy", published in July. The SDP's policy should rely on four important principles: quality, accessibility, equality and responsiveness.

The SDP will ensure that central government makes clear its determination to see that within five years access to some form of facility for the under-fives is available to all. As regards secondary education, the SDP would foster a broad curriculum for all children up to the age of 16, in which options would be incidental rather than central, and the pattern of subject choices would not differentiate between the sexes. With secondary schools becoming smaller, local authorities might have to make some specialist teaching in minority subjects, such as second foreign languages, available on an area basis.

According to the policy document, there are grounds for concern about the socially divisive effect of independent schools. "Simply to abolish independent schools, quite apart from the legal and financial difficulties of doing so, could entail losses in educational quality and individual freedom that Social Democrats could not easily brush aside."

For 16-19 year-olds a co-ordinated national framework combining recognised grades in both education and training with an interlocking system of assessment and certification is the aim. In the long term, such co-ordination "may well require the establishment of a new Department of Education and Training".

As for higher education, the SDP wishes to see special arrangement for extra intakes of students in this and subsequent years who cannot find places because of the cuts but wish to recover their opportunities later. It also wishes to make tuition fees tax deductible for mature students who are updating their skills.

The Times Educational Supplement, 3/VII/1982,
16/VII/1982 and 8/X/1982
(News-letter/Faits Nouveaux 3/82)

EUDISED descriptors: access to education; educational policy; educational provision; parent-school relation; political party; private education; quality of education; student loan; United Kingdom

ASPECTS OF THE EDUCATIONAL POLICY OF THE LIBERAL PARTY

The ultimate aim of education, as of a Liberal system of government, is the development of the individual and especially of individual self-respect and autonomy. The State should provide a system of schooling for those of compulsory school age which encourages, therefore, diversity rather than uniformity, provided no individual is put at a disadvantage thereby. All citizens have a duty, through the taxation system, to contribute towards the cost of the education of the whole nation. But they also have the right to pay additionally for independent education for themselves or others.

Liberals believe in a soceity of free individuals, with real parity of esteem between all. Schooling must, therefore, emphasise social as well as individual development. The core of Liberal belief is that these two are complementary not contradictory; for only if an individual has genuine and justified self-respect can that individual have genuine respect for others.

Individual autonomy demands education for capability as well as for self-fulfilment and, simply, fun. Education is essential to everyone throughout life; and the State has a duty to ensure this fundamental need is met.

The management of education, as of everything else, must be devolved to the lowest level compatible with overall aims and ensuring efficiently in use of resources.

Pre-school provision

Every local authority should be obliged to make pre-school provision sufficient to meet the needs of children in its area.

Disabled pupils and students

All disabled people should have full access to education. As far as possible, physically and mentally handicapped children and adults should be educated in the same schools and colleges as everyone else. Local authorities should be required to ensure that a proportion of their schools have special facilities for the handicapped including the necessary extra staff. Disabled people over the age of 16 must also have access to the complete range of education.

Schools

We are committed to comprehensive schooling and would require all local authorities still operating a selective system to submit plans for ending selection. We favour parents being free to choose a school other than the nearest, provided all those within the catchment area of a school have priority. Parents should be given full information about schools. To this end each school should publish an annual prospectus, details of curriculum, disciplinary requirements and punishment system, any costs that will have to be met by parents, examination and other results in the context of pupil intake, system of reporting to parents, parental access to the school, system of pupil records and access to them.

16-19 age group

We are opposed to artificial barriers at 16. The separation out of students at this age to different types of institution has the effect of creating a division between the academic and theoretical on the one hand and the vocational and practical on the other. There is an urgent need for young people to develop mutual respect with those of different talents, and this cannot be done if the academic are in institutions attracting high prestige while the rest are only offered places in relatively lower prestige colleges of further education. There is an equally urgent need for academically able students to learn practice as well as theory and not to denigrate the application of knowledge. For the reasons above we favour tertiary colleges - provided local conditions allow. Ultimately all 16-19 year olds should be covered by a common scheme that includes the following:

- all in employment being entitled to receive job-release for further education and for training;

- all who are not employed being entitled to be full-time either in education or in a mix of education, training and work experience.

Higher education

Liberals are in favour of diversity of provision in higher education but believe that there must be central co-ordination. This should be by a small body of representatives directly engaged in the provision of higher education; that is, representatives of local authorities and of the teaching staff of institutions. There must also be arrangements for consultation with the Department of Education and Science and with representatives of industry and commerce. Ultimately this body would be superseded by one responsible for the entire field of higher education, including the present functions of the University Grants Committee.

Continuing education

Local authorities need to be given a clear responsibility to provide a framework of education for the whole population. Beyond the period of compulsory schooling, educational provision must be sufficiently flexible to meet the diverse and changing needs of individuals and the community. If we are to move towards the practical realisation of life-long education, there must be a determined attempt to survey and co-ordinate the entire range of post-school education so that resources can be efficiently deployed. We would create a strong national council with the authority and resources to play a positive role. We favour increased use of modular types of programme and transfer arrangements between courses to enable students to carry their credits from one institution to another.

There must be more co-operation between institutions of all kinds within a geographical area. Consortia arrangements crossing local authority boundaries should be made so as to facilitate mutual support and the sharing of resources, information and advisory services.

The curriculum 5-19

We would legislate for a national curriculum framework within which all schools, maintained and independent, should work. This framework must be the subject of continuous review involving widespread consultation. Any curriculum framework must be defined generally in terms of areas of experience, while also specifying particular skills that are essential for any individual. Personal development, including the acquisition of desirable attitudes to others, is equally important, and educational objectives must be explicit about this. The school curriculum 5-19 should include the following, at levels appropriate to the individual pupil or student:

- the development of the ability to communicate in written and spoken English;
- the development of proficiency in computational skills and in fundamental mathematical concepts;
- religious education within the context of the present Act, but including the fundamental beliefs of the great religions and the mutual respect that should exist between people of different beliefs;
- education for capability; that is, an emphasis on doing, making, designing and organising;
- education in the creative arts;
- careers education, starting from the age of 13 and designed to prepare pupils for both employment and continuing education;
- education for life in a multi-cultural society.

Teachers

We need teachers of the highest quality. They must have the confidence to innovate and the support and respect of the whole population. Salary scales should be adjusted so that outstanding teachers can be rewarded for their teaching and do not have to seek administrative posts to secure advancement. Teachers need to have more direct knowledge of the world outside schools. Retraining policies, salary scales and grants during training must be modified to encourage this. We need more interchanges between schools catering for different age-groups and schools and colleges of further education. Teacher training must include instruction in teaching a second subject.

Educational planning

Falling school rolls must be used as an opportunity to improve the quality of education by reducing class sizes, and providing more specialist help for those in special need. Significant waste occurs throughout the education system, from primary schools to universities, as a result of successive governments' failure to allocate resources for more than a few months ahead or to maintain any reasonable consistency of policy. In future, the ministers responsible,

after proper consultation, must be required to place before parliament three-year plans for the development of the whole education system, and adequate financing must be guaranteed.

Document prepared by the Liberal Party Education Panel
(News-letter/Faits Nouveaux 5/82)

EUDISED descriptors: aims of education; educational policy; political party; United Kingdom

INCREASE IN SCHOOL STAYING-ON RATES (SCOTLAND)

Since session 1978/79 there has been a marked increase in the proportion of pupils who choose to remain at school after attaining the statutory minimum leaving age. In all, 39% of the 16 year-old age group stayed on at school during that session, while the estimated figure for the 1981/82 session is 46%. For the 16-18 year-old age group as a whole, the staying-on rate is projected to rise from 20% to 23% over the same three years.

As a result of the increase in staying-on rates, the number of pupils leaving Scottish schools fell by some 4,000 from 91,700 in 1979/80 to 87,600 in 1980/81. However, a short-term rise in numbers of leavers is expected: to around 90,000 in 1983/84. In the longer term, because of a steady decrease in the size of the 16-18 year-old age group, the number of leavers is projected to decline to around 70,000 by session 1989/90, and to a trough of around 60,000 in 1992/93, before recovering slightly in the mid-1990s.

An estimated 28% of girls leaving school in 1979/80 entered full-time further education, compared with an estimated 23% of boys. A larger proportion of boys than girls entered with SCE (Scottish Certificate of Education) Higher grade passes.

Leavers not entering full-time further education can be considered to be available for employment. The number in this category has declined from 68,400 in 1979/80 to 64,500 in 1980/81, and is projected to remain between 62,000 and 66,000 in the period up to 1983/84.

Scottish Office press notice, 13/X/1982
(News-letter/Faits Nouveaux 5/82)

EUDISED descriptors: leaving school; length of studies; number of pupils; population trends; statistical data; upper secondary; United Kingdom

NEW INITIATIVE FOR TECHNICAL EDUCATION

In reply to a parliamentary question on 12 November 1982 concerning technical and vocational education for young people, the Prime Minister, Mrs. M. Thatcher, said: "Growing concern about existing arrangements has been expressed over many years ... I have asked the chairman of the Manpower Services Commission (MSC) together with the Secretaries of State for Education and Science, Employment and Wales, to develop a pilot scheme to start by September 1983,

for new institutional arrangements for technical and vocational education for 14-18 year-olds, within existing financial resources, and, where possible in association with local education authorities (LEAs)."

The statement took the LEAs by surprise, and their initial reaction has not been particularly favourable. According to the Association of County Councils, fundamental constitutional matters were involved, and it called for an assurance that the government was not intending to "nationalise" technical and vocational education. For its part, the MSC is eager to assume its new responsibilities and would appear to be ready to set up its own separate schools to provide vocational and technical education should the need arise.

Educational commentators have drawn attention to the use being made by the government of the MSC to enable it to intervene directly in the school curriculum and organisation, matters which by statute are the responsibility of the LEAs.

Department of Education and Science press notice, 12/XI/1982; The Times Educational Supplement, 19/XI/1982 (News-letter/Faits Nouveaux 5/82)

EUDISED descriptors: central government; system of education; technical education; vocational education; United Kingdom

CURRICULUM PROJECTS IN POST-PRIMARY SCHOOLS (NORTHERN IRELAND)

"Curriculum projects in post-primary schools" (1) is the second report of the Northern Ireland Council for Educational Research (NICER) on the extent to which ideas and materials from curriculum initiatives have influenced schools. The investigation in the post-primary sector fell into two parts: a questionnaire survey among heads of department which was concerned with the dissemination and adoption of projects, and interviews with principals, heads of department and assistant teachers on the implementation of innovations and the management of change.

Heads of department from 222 post-primary schools in the Province reported on the extent of their involvement in 109 published projects, including fourteen projects that originated in Northern Ireland. Six of the 109 projects were reported to be used in over half their target departments and a further sixteen, from a wide range of subject areas in between 21% - 50% of the relevant departments. There were, however, a number of projects (Schools Council, local and other) which appeared to have made very little impact in Northern Ireland. The research team sought to identify factors associated with widespread use of a project and indicated the importance of providing pupil materials or at least detailed teachers' guides, of forging satisfactory links with an Examination Board and of centrally organised

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(1) Sutherland, A.E. et al. Curriculum projects in post-primary schools (NICER, The Queen's University of Belfast, 52 Malone Road, GB - Belfast BT9 5BS)

support over an extended period of time. One striking finding was the difference in the extent to which projects were being used in different subject areas: all but a few of the mathematics and science departments had adopted at least one project but in several arts, aesthetic and practical areas of the curriculum only a minority of departments had ever used projects, even when they were readily available.

Questions on channels of information about curriculum matters showed the importance at the post-primary stage of publishers' sources, although teachers' centres and in-service courses were also much appreciated, especially in some subject areas. As in the primary sector, two of the chief constraints against innovation were perceived to be shortage of money and shortage of time, but the heads of department also pointed to the conservatism or apathy of colleagues and to the preoccupation of the school with obtaining good examination results. Indeed, in grammar schools an over-riding concern with academic standards was seen as the main deterrent to innovation.

The heads of department most wished to see further developments in relation to the needs of less able pupils, in basic schemes for the 11-16 age range in reforms in the examination syllabus, in education related to the requirements of industry and of everyday adult life and in more Northern Ireland source materials.

A number of key implementation issues were explored through the medium of eleven selected projects during visits to 68 schools in which at least one of these projects had been used or was thought to have exercised an influence. In 58 of the schools the principal was interviewed on the school's attitude to innovation and readiness to change, matters which a preliminary study of the literature had shown to have a major effect on a project's chances of success in a school. The implementation of a curriculum change was also studied from the point of view of the practising teacher. One clear finding from this section of the report is that of the value attached by both principals and teachers to regular meetings of teachers from neighbouring schools with a common curriculum interest. It also emerged that the projects which were having the greatest influence on classroom practices and teachers' perspectives tended to be those that combined the merits of the local and the national traditions of curriculum development.

NICER Bulletin, January 1983
(News-letter/Faits Nouveaux 1/83)

EUDISED descriptors: curriculum development; information dissemination; innovation; secondary school; United Kingdom

16 - 18s IN SCOTLAND: AN ACTION PLAN

The proposals put forward in "16 - 18s in Scotland: an action plan", published in January 1983, have been described by Mr Alex Fletcher, Minister for Industry and Education at the Scottish Office, as being of major importance.

The document points out that at 16 young people become legally free to leave home, to leave school, to begin work, to marry; at 18 they reach the "age of majority" and are assumed in law to be independent and responsible for

their own well-being. Within these two years occurs the major preparation for full membership of society.

Through the action plan the aim will be to match courses better to the needs and aspirations of young people, to overcome the present rigidity of the further education structure by achieving greater flexibility in the provision of courses, and to accommodate the growing diversity of means of entry to, participation in, and exits from post-compulsory education. According to the Minister, this will be achieved through a number of co-ordinated initiatives in the different sectors of 16-18 education. "The major change now under way is a comprehensive review of all non-advanced further education courses. At present, there are several hundred different courses, most of which are individually tailored to the requirements of particular trades of employers. Once embarked on one of these courses, students must complete the entire course to gain an award. Leaving before the end means no credit is gained for the work done. Many of the components of these different courses are virtually identical. We have therefore commenced the "unpackaging" of these courses into their constituent parts so that a series of individual course modules may be devised. Students will then be able to progress from module to module and to combine modules from different areas of study, gaining credit as they go along. This will enable them to switch to more appropriate courses if they wish. At the end of the day they will receive a single certificate recording the various general and specialist modules which they have completed and the various levels of attainment reached."

Mr Fletcher went on to say: "The apparently simple idea of a single vocational certificate is, in fact, a sweeping reform which will at once achieve two worthwhile objectives. Firstly, it will offer students a wider range of course content and better possibilities of choice than present courses. Secondly, apart from flexibility for students the new courses will also permit greater flexibility in the use of resources. Many virtually identical syllabuses are studied separately in the same college by different occupational groups of students. The modular system renders all this unnecessary and will thereby release substantial staff time for more useful work."

Scottish Education Department.
16 - 18s in Scotland: an action plan.
January 1983.
Scottish Office press notice, 7/II/83
and 17/I/83
(News-letter/Faits Nouveaux 1/83)

EUDISED descriptors: adolescent; modular training; post-compulsory education; training module; transition from school to work; vocational education; United Kingdom

16-PLUS NATIONAL CRITERIA

The joint council of the General Certificate of Education (GCE) and Certificate of Secondary Education (CSE) boards have sent to the Education Secretary their proposals for 16-plus national criteria in respect of the majority of subjects taught at secondary level. The proposals cover the minimum, but essential, requirements for a syllabus to qualify as

acceptable within the context of a single system of examining at 16-plus. Below are given some of the criteria for computer studies.

The joint council lists seven aims. They include:

- to foster an awareness of what characterises information, information processing and computer systems;

- to develop reasoning, judgement and persistence in applying, creatively, information processing technology to problems which are relevant and worthwhile to the student;

- to develop an awareness of ethical, social, economic and political consequences of the use of computers for individuals, organisations and society through the study of meaningful applications.

Five assessment objectives are given. They include:

- to demonstrate a knowledge and understanding of the techniques needed to solve problems;

- to use computers sensibly to produce solutions to appropriate problems and to document their solutions;

- to demonstrate a knowledge and understanding of the functions of the main hardware and software components of a computer system and their relationships with the representation of stored data and programs.

Assessment should be undertaken by timed "worked" written papers and board-based or school-based assessment. The objective involving the use of computers can only be satisfied by school-based assessment over an extended period of time. Written papers must make up at least 60 per cent of the total marks.

As for biology the joint council lists ten aims. They include:

- to develop a life-long interest in and enjoyment of the study of living organisms;

- to develop knowledge and understanding of fundamental biological concepts and principles;

- to promote an appreciation of the importance and relevance of experimental and investigatory work in the study of biology;

- to promote a respect for human life.

The ten assessment objectives include:

- to demonstrate knowledge and understanding of biological facts and principles, practical techniques, safety precautions and personal, social, economic and technological applications of biology in modern society;

- to make accurate observations and record them;

- to formulate hypotheses and to design experiments to test them.

A minimum core of content is specified for every syllabus. It represents around 70% of completed syllabuses and in any complete exam 70% of the marks must be allocated to the minimum core. Four themes describe the minimum core - diversity or organisms, relationships between organisms and with the environment, organisation and maintenance of the individual and development of organisms and the continuity of life.

The Times Educational Supplement,
18/II/1983
(News-letter/Faits Nouveaux 1/83)

EUDISED descriptors: achievement; biology; computer science; curriculum; examination; level of qualification; secondary education; United Kingdom

HOW TO IMPROVE THE QUALITY OF EDUCATION

In January 1983, Sir Keith Joseph, Education Secretary, had occasion to make known his opinion on how to improve the quality of education. The following are extracts from his speech.

"English education is properly ambitious: we aim to educate every child to his full potential and, within this, to equip him or her not only with basic literacy, numeracy and communication skills but also with understanding and practical competence over a wide area, as well as self-reliance and a sense of the moral values of our society.

Are we fulfilling these aims? I answer, so far as the schools are concerned, only partially. There are good schools in both the maintained and the independent sectors; but many schools are not good. Many children are not receiving the education that they deserve.

How are we to improve matters? Money, of course, is important; there is a minimum financial level below which a school cannot fulfil its task. Moreover, differing localities and differing schools have differing financial needs. The government recognises this: that is why our public expenditure plans permit every local education authority (LEA), taking into account its particular needs, to provide at least the essential minimum everywhere.

But more money will not in itself miraculously turn bad schools into good ones; money is a necessary but not a sufficient condition of quality If we are to improve those schools that need improvement, we must find ways of ensuring that our money is spent more effectively: we must find 'agents of change'.

Local education authorities and school governors can be 'change agents'. They can ensure that heads are good; that the curricula suit and stretch all children - whether they are in primary, secondary or special schools - including the least academic; that there is a practical element in all courses; and that, wherever appropriate, there are adequate opportunities for technical and vocational education.

The government can be a 'change agent'. To give two recent examples, we have launched a technical and vocational education initiative, involving a partnership between the Manpower Services Commission (MSC) and the LEAs

And we are also providing extra money for development projects for the education of the least academic children of secondary age.

Teachers can be 'change agents'. Most are committed and effective. Some are not. For the sake of the children, those teachers who are irremediably ineffective must be dismissed. But it is our job to ensure that as many as possible are made effective: that is why we are providing extra money for extra in-service training; and it is why I shall shortly be announcing how I intend to improve both the selection of students for initial training as teachers and the initial training courses provided for them.

Head teachers are key 'change agents': the quality of the school depends largely on the head: a good head can make a bad school good, and a good school better. Government is providing extra money for more training for heads.

Her Majesty's Inspectorate (HMI) are 'change agents' of great potency: that is why we shall now publish HMI reports of formal inspections and shall be following up each report.

But I believe that we should also find ways to give more parents more choice so that they may be more effective 'change agents'. Of course, not all parents will judge correctly: we all know of parents who have unrealistic expectations either way. Nor will all parents even take the trouble to think hard about their children's education. But please remember that the present position, where parents deal on very unequal terms with LEAs and schools, is not producing perfect results either. I believe that if parents had more choice, they would in general use that choice to seek better education and to exert pressure for higher standards.

The government has already taken two steps to widen parental choice: first, the Assisted Places Scheme; second, the 1980 Act. This Act has undoubtedly strengthened the parents' position in school education True it has not satisfied all parents. We were careful not to claim too much There were bound to be disappointments because popular schools cannot necessarily meet entirely the demand for places in them. All this we are reviewing. In addition, we are seeking ways to increase the role of parents still further. The means remain to be considered; but the general direction of our policy is clear: to improve standards by encouraging and strengthening all the potential 'change agents' including the parents."

Department of Education and Science
press notice, 7/I/1983
(News-letter/Faits Nouveaux 1/83)

EUDISED descriptors: aims of education; curriculum; financial resources; head teacher; parent-school relation; quality of education; teacher education; United Kingdom

SCIENCE EDUCATION 11-18 IN ENGLAND AND WALES

In its report "Science education 11-18 in England and Wales", published in January 1983, a Royal Society study group maintains that not enough science is being taught in schools, and what is suffers from being inappropriate, unsuited to pupils' varying abilities and lacking in application.

The report is adamant that there should be more science in schools and more time and resources devoted to the subject. It estimates that about 20% of mathematics and physics teaching in maintained secondary schools is carried out by teachers who have no qualifications in these subjects, whilst only 20% of those teaching general science have a specific qualification in the subject. The estimate of Her Majesty's Inspectorate that 10% to 20% more science teachers would be needed to teach science to all pupils in fourth and fifth forms would generate a need for an extra 6,000 science teachers if, as the study group suggests, a science took up nine periods out of a 40-period week.

The importance of teaching qualifications is highly rated by the study group. It points out that science and mathematics graduates can still go directly into teaching and says that this concession should disappear as soon as possible, the wastage rate from the teaching profession of untrained graduates being much higher than for those who have received training.

Commenting on steps to provide more equipment, smaller laboratory classes and more opportunities for in-service training, the report says these are vital, if science graduates are to turn to teaching and to stay there instead of moving to more attractive jobs in industry.

In primary school there is a grave shortage of teachers with the confidence and competence to teach science and mathematics. The report stresses that each primary school needs one fully trained science teacher and one fully trained mathematics teacher. Each should be responsible for guiding untrained colleagues, preparing schemes of work, acquiring resources, arranging in-service courses and liaising with secondary schools and local education authority advisers.

According to the report, all children should spend around 20% of their curriculum time on science. Courses should be differentiated in difficulty and treatment to suit different ability ranges, but there should not be one kind of science for the less able and another for the more able. "The science taught may be easy or difficult as appropriate, but it should always be genuine science." The report attacks option systems which force children to make premature choices between science subjects. "The offering of too many options in an attempt to cater for a supposed wide range of inclinations and preferences among children is not a genuine benefit."

Science and mathematics teachers should work together and with their professional associations, to promote greater collaboration between science and mathematics departments. The report urges teachers to consider how best to advance science across the curriculum, pointing out that consultation with colleagues in history and geography is an obvious starting point. In revamping science courses, more should be done to find out about children's motivation and to discover why they seem to lack interest and enthusiasm.

Education, 28/I/1983
(News-letter/Faits Nouveaux 1/83)

EUDISED descriptors: curriculum; demand for teachers; mathematics; primary school; science education; sciences; secondary school; teacher education; United Kingdom

CONSERVATIVE PARTY MANIFESTO

The Conservative Party having won the recent general election, we reproduce below that part of its election manifesto devoted to education.

For a long time now, parents have been worried about standards and discipline in many of our schools. This Conservative government has responded to that worry with the Parents' Charter and the 1980 Education Act For the first time:

- local authorities were obliged to take account of parents' choice of school for their children;

- schools were obliged to publish prospectuses, giving details of their examination results;

- parents were given the right to be represented on school governing bodies;

- the government offered assisted places to enable less well-off parents to send bright children to some of the best independent schools.

Giving parents more power is one of the most effective ways of raising educational standards. We shall continue to seek ways of widening parental choice and influence over their children's schooling.

We shall defend Church schools and independent schools alike against our opponents' attack. And we shall defend the right of parents to spend their own money on educating their children.

This country is now spending more per child in school than ever before, even after allowing for price rises. As a result, the average number of children per teacher is the lowest ever. Exactly how the money is spent, and how schools are run, is up to local education authorities.

But the government can help improve standards and make sure that children are taught and trained for the world they will grow up into.

Until now, Her Majesty's Inspectors' reports have remained secret. Now we are publishing them and making sure they are followed up, too.

We are not satisfied with the selection or the training of our teachers. Our White Paper sets out an important programme for improving teacher training colleges.

We shall switch the emphasis in the Education Welfare Service back to school attendance, so as to reduce truancy.

We have given special help for refresher courses for teachers, research into special schools, and play groups and nursery schools where they are most needed.

We shall also encourage schools to keep proper records of their pupils' achievements, buy more computers, and carry out external graded tests. The public examination system will be improved, and Ordinary level standards will be maintained.

We are setting up 14 pilot projects to bring better technical education to teenagers. The success of these will play a vital part in raising technical training in Britain to the level of our best overseas competitors.

Our universities and polytechnics, too, must generate new ideas and train the skilled workforce of the next generation. We have unrivalled institutions and unrivalled inventive genius - as the number of British Nobel prize-winners shows. What matters is to bring the two closer together and make the best practical use of both.

Britain has more students in professional training than Japan, and a greater proportion of young people in higher education than France or West Germany. More of our young people are now entering full-time degree courses than under the last Labour government. And a larger proportion of them complete their courses than in most other countries.

The very large sums of public money now going to higher education must be spent in the most effective way. Within that budget, we want to see a shift towards technological, scientific and engineering courses.

We have set aside money for 700 new posts for young lecturers over three years to bring new blood into research.

Over the next three years, we will provide for more teaching and research on information technology, with new posts for lecturers, and 2,200 new places for students.

The Times Educational Supplement,
25/V/1983
(News-letter/Faits Nouveaux 2/83)

EUDISED descriptors: cost-benefit analysis; educational need; educational policy; educational provision; political party; priority; social adjustment; United Kingdom

TEACHER NUMBERS - LOOKING AHEAD

In March the government announced policies for the teaching force in a White Paper (Teaching Quality. London: HMSO, 1983).

Pupil numbers

The most important feature of recent and future trends in the pupil population of maintained nursery, primary and secondary schools is the rise in the total pupil numbers to their peak in the late 1970s followed by a decline that is expected to continue until 1990. The number of primary (including nursery) pupils in England and Wales reached a peak of nearly 5.2m in 1973; by 1982 the number had fallen by almost 1 million. Secondary pupil numbers reached a peak of over 4.1m in 1979 and by 1982 had fallen by 80,000. The downward trend in primary rolls is expected to continue until 1985, and that in secondary rolls until 1991.

Teacher numbers

Projections of teacher numbers depend on projections of pupil numbers and on assumptions regarding standards of provision as expressed in the pupil:teacher ratio. Adjustment has to be made to reflect movement in the age balance of pupils; older pupils are generally taught in smaller classes or groups than younger pupils. The average age of the pupil population will steadily increase until the late 1980s and steadily decrease for some years thereafter. It would seem that the increasing number of primary teachers would not lead immediately to a growth in the teaching force as a whole. This would begin to occur in the early 1990s, but the rate of growth would depend on future births.

In practice, as secondary pupil numbers fall, authorities may decide, on curricular grounds, to moderate the reduction in the number of secondary teachers. At the same time, as the decline in primary pupil numbers ends and growth begins, some economies may be made in the use of primary teachers. The effect would be a slight adjustment in primary and secondary pupil:teacher ratios in favour of the latter.

Age structure of the teaching force

In projecting the age structure of the teaching force a number of assumptions need to be made. One is the extent to which teachers aged 50 or over will leave the teaching force under the premature retirement arrangements. This will depend on a range of educational judgements and management choices by employers. Material factors will include the size of teaching force an authority can afford to pay, the extent to which it will be possible to redeploy serving teachers whose posts have become surplus to requirements and, importantly, the needs of the curriculum. Anything like an exact forecast of the national effects of the various local decisions is not possible.

Because of the historically low recruitment of newly qualified teachers that may be expected during the 1980s, taking primary and secondary as a whole, the proportion of the teaching force in the under-30 age group is projected to fall substantially by the end of the decade; conversely, that in the 50-plus age group is projected to rise appreciably. Teachers aged 40-49 - the new entrants during the expansion in the late 1960s and early 1970s - are projected to be the largest single age group in the late 1980s and in the 1990s: during that period the over 40s as a whole are projected to form almost two thirds of the teaching force. It may be the turn of the century before the comparatively even distribution between the age groups observed in the 1970s is once more achieved. One uncertain element in projections of the age structure of the teaching force is the extent to which employers themselves may seek to mitigate the steady aging of their teaching forces. It would be possible for them to do this to a modest degree should they so wish; for example, through the use of the premature retirement arrangements or through an adjustment in the respective proportions of new entrant and re-entrant teacher appointments

A look ahead to 1995 may identify trends in the size and composition of the teaching force and in the demand for new teachers: uncertainties grow in the later years when pupil numbers are increasingly dependent on future births In 1984 the Advisory Committee on the Supply and Education of Teachers is to

carry out a review of the demand for, and supply of, teachers as the basis for its advice on intakes to initial teacher training in 1986 and beyond. The age distribution of the teaching force and its implications for local management will have a bearing on that advice.

DES report on education, no. 98. March 1983
(News-letter/Faits Nouveaux 2/83)

EUDISED descriptors: demand for teachers; manpower need; number of pupils; population trends; school age population; United Kingdom

SCOTLAND: IMPLEMENTATION OF NEW ARRANGEMENTS FOR SECONDARY EDUCATION

Major changes to the course structure and examination for secondary school pupils in Scotland were announced in April 1983 by Mr. George Younger, Secretary of State for Scotland. The new arrangements, which Mr. Younger described as "radical", represent perhaps the most important development in secondary education in Scotland of the last 20 years.

The changes, which have been developed from the reports of the Munn and Dunning committees, will be made over a period of three years beginning in August 1984. For the first time there will be courses for pupils of all levels of ability within a recommended national curriculum structure, which schools will adapt to suit local circumstances. All pupils will work towards the award of a single new certificate which will continue to be called the "Scottish Certificate of Education", and which will show the levels at which pupils have successfully completed the courses; there will be three levels of syllabus - Foundation, General and Credit. Pupils will be assessed against performance standards related to the syllabuses they are studying. Practical skills will also be used for other aspects of the syllabus of the Foundation level courses. In the light of further experience of the use of internal assessment for certification purposes, there will be a review of the place of internal assessment in relation to all three syllabus levels. The aim in any such review will be to maintain and even raise standards at all levels. The first year's programme of implementation will see the introduction of courses, under the new arrangements, in English, mathematics, science and social and vocational skills. The first pupils to take the new courses will be those who are at present in the first year of secondary school. Most other subject courses will be introduced in two additional phases, at one-year intervals. The Secretary of State said that because of the evident enthusiasm of all those who have been consulted the programme of implementation was being reduced from the planned four years to three. During the implementation period he proposes to make provision for higher than previously planned staffing levels. He will also be prepared to consider applications from education authorities for reductions in the school year to facilitate teacher training.

Scottish Office press notice, 12/IV/1983
(News-letter/Faits Nouveaux 2/83)

EUDISED descriptors: assessment; curriculum; examination system; reform of education; secondary education; United Kingdom

NEW DEAL FOR HANDICAPPED CHILDREN IN SCOTLAND

Mr. Allan Stewart, Minister for Industry and Education at the Scottish Office, announced at the beginning of September 1983 the issue of two publications designed to encourage improved arrangements for the education of children with special needs arising from handicap.

"Special Educational Needs: Special Schools and Services for Recorded Pupils" is a consultative paper which discusses possible changes in statutory regulations and guidance dealing with the running of special schools. These changes would be designed to reflect the new legislation on special educational needs. The paper makes it clear that, apart from some necessary up-dating, no decisions have been taken about the content of regulations and guidance, or about timing. What is wanted is the widest debate about the best means of promoting effective working arrangements for special schools and other schools taking pupils recorded by educational authorities as having special educational needs.

Starting from existing statutory provisions, the paper considers what requirements of staffing and procedure should be met by public and grant-aided special schools and by those private schools which set out to meet the needs of handicapped pupils. Among particular issues, it deals with the possible prescription of staffing levels and qualifications in the public sector, the responsibilities of private schools taking recorded pupils, the question of public accountability, the child guidance service and the status of schools for pupils with social and emotional difficulties. It suggests for later consultation the composition and approach of a new list of schools and services for recorded pupils.

The special educational needs provisions of the Education (Scotland) Act 1981, brought into operation on 1 January 1983, provide for the assessment and recording of pupils of all ages receiving school education who have pronounced, specific or complex special educational needs of a continuing nature. Such needs may arise from severe handicaps or from social and emotional problems. Recording entails the preparation of an individual Record of Needs setting out (a) the results of assessment, including a summary of impairments, (b) a statement of special educational needs, (c) measures to be taken to meet those needs and (d) an indication of educational placement. Parents have statutory rights relating to the provision of advice and information at the pre-assessment and post-recording stages; to their involvement in assessment and in the determination of the terms of the Record of Needs, and to appeal in respect of the recording decision, the terms of the Record and the school placement.

"Special Educational Needs - A Guide for Parents" is a booklet of advice available from local authorities and voluntary agencies working with handicapped children. It replaces a similar booklet which has been in constant demand since its publication by the Scottish Education Department in 1973, and has the same objective of helping parents to understand the law about their children's education. Using a question and answer format, it suggests how parents can get help and advice, how they can take part in

assessment and in the preparation of their child's Record of Needs and what their rights of appeal are in relation to the Record and to school choice. Education authorities are expected to supplement it by their own detailed advice about local arrangements.

Scottish Office press notice, 1/IX/1983
(News-letter/Faits Nouveaux 3/83)

EUDISES descriptors: guidance; handicapped; special education; special school; United Kingdom

NEW INITIATIVE TO OVERCOME PREJUDICE IN NORTHERN IRELAND

A major new initiative to bring together Protestant and Catholic schoolchildren has been launched in Norther Ireland. Its main aim is to break the vicious circle of hatred and ignorance. It is being led by a newly formed steering group on education for mutual understanding, which has been set up by the Northern Ireland Council for Educational Development (NICED).

One of its most controversial proposals is for a public examination in community relations which would test the commitment of youngsters to a society free from sectarian bigotry. Faced with a school system rigidly divided on religious grounds, the group is planning a number of initiatives aimed at bringing together children of different backgrounds. In addition to the idea of a new examination, it wants teachers and pupils from Protestant and Catholic schools to come together for joint classroom projects and residential field study trips. According to the NICED, the group would like to encourage more schemes along the lines of the pioneering work done by the Corrymella community, which bridges the sectarian divide by bringing together children from Protestant and Catholic schools for holidays combining work and leisure activities.

A draft policy statement released by the group describes the dismantling of barriers between the two communities as a central priority for education. Every lesson, examination syllabus and school timetable should be designed with this aim in mind, it says.

The new initiative stems from a Northern Ireland Department of Education circular issued in June 1982 which reminded schools that they have a duty to promote religious and political tolerance among their pupils. The NICED denies that the group's work amounts to an all-out assault on the system of schooling in Northern Ireland.

The Times Educational Supplement, 12/VIII/1983
(News-letter/Faits Nouveaux 3/83)

EUDISED descriptors: Catholicism; community education; denominational school; intolerance; prejudice; Protestantism; United Kingdom

REPORT ON EDUCATION EXPENDITURE

Schools and colleges in 1982 generally experienced few major changes in levels and standards of provision. The pace of reduction in the levels of resources in schools, caused by the combined effects of expenditure constraints and falling rolls, has slowed down. The great majority of education in schools and colleges is adequately provided for, but there are inadequacies in individual institutions which cannot be shrugged off.

This is stated in a report by Her Majesty's Inspectorate (HMI) on the effects local authority expenditure policies had on the education service in England in 1982. The evidence, says the report, is that in most local education authorities there was a mix of slight improvements in some aspects of provision, slight worsening in others, and a standstill in the remainder. But even where ground is being held it is important to remember what ground; the baseline of provision is characterised by levels and standards of resources which are sometimes inadequate to maintain the status quo, already limited in many cases by years of trimming back. Some new initiatives have been possible but, in general, schools were less than well-placed to respond constructively to the many calls for educational improvement and change. Twenty-two authorities improved their levels of provision in schools overall while nine similarly reduced them. Most authorities had broadly satisfactory levels of provision across most of the aspects assessed (teaching staff, non-teaching staff, in-service training, induction, advisory services, premises, and books, materials and equipment).

In further and higher education, colleges generally appeared to be adapting well to meet new demands, and there was no evidence of any major defect in the condition of the system or in its range of provision, but there were deficiencies in individual institutions affecting both traditional further education and the general education courses in which the less well qualified new-to-non-advanced further education population often appears. The spare capacity in colleges, present a few years ago in this then very well-provided part of the services, appeared to have been largely taken up. Many colleges, particularly those providing predominantly non-advanced courses, were becoming severely taxed by the increasing number of students they were attempting to cater for.

The report concludes that, despite the largely satisfactory provision in schools and colleges and the efforts and achievements of local education authorities (LEA) and institutions, "there has been for some years a rash of deficiencies which affect schools, non-advanced further education and advanced further education (in decreasing order of severity). Time will correct some of the deficiencies, but pupils and students depend on what is offered in the present. The most urgent need is for clearer understanding of how to deal, educationally and financially, with specific problems as and before they arise. There is much to be done to make good the basic range of provision and even more to meet necessary changes in population of pupils and students and the many new tasks already formulated or yet to be perceived."

The report is the sixth in a series of annual reports by HMI. It is based on reports from HMI's visits to schools and colleges in autumn 1982 and on returns on all LEAs made by district inspectors in November 1982.

The Education Secretary, Sir Keith Joseph, has taken note of the concerns expressed in the report. He remarked that there had been no dramatic change in the level of provision, and that there was no simple relationship

between expenditure on the one hand and the quality of education offered and the achievements of pupils and students on the other.

Department of Education and Science press notice, 20/VII/83
(News-letter/Faits Nouveaux 3/83)

EUDISED descriptors: educational provision; qualitative analysis; quality of education; United Kingdom

16-18s IN SCOTLAND

In January 1983 the Scottish Education Department presented proposals for far reaching changes in the provision of continuing education and training for young people who had reached the end of their period of compulsory school education. The document "16-18s in Scotland - An Action Plan" outlined the problems facing young people in this age group in making a sensible choice from a bewildering range of courses and awards offered by different bodies in different institutions. It pointed out the lack of clear framework of courses which would allow young people to plan the next stage of their development without an early (and often irrevocable) commitment to a narrow line of career development.

The Action Plan proposed the creation of a large number of short learning units or modules, each of 40 hours duration, which would replace existing non-advanced vocational courses in further education colleges. It would also offer an alternative to the academic courses of study for the Scottish Certificate of Education, which are the only award-bearing courses at present available in the fifth and sixth years of the secondary school.

The availability of modules would provide a flexibility lacking in the present system. They could be taken as individual units of study for the development of personal interests or leisure pursuits, used to service other courses or employment training schemes, or be taken one after the other to achieve a qualification in a particular vocational area. Credit gained for a completed module will be completely transferable, so that a basic maths module, for example, could be recognised for credit in courses such as science or accounting and might also be taken in school or in further education college.

A feature of the plan is the development of closer links between schools and further education colleges and between schools themselves in an effort to widen the range of opportunities available, at the same time avoiding expensive duplication of effort. Thus it is envisaged that young people may make up their full course of study by taking modules or other courses at more than one establishment, according to where they can obtain the elements of a programme which meets their requirements. Eventually it is hoped that a single certificate, recording all awards gained, will replace the present multiplicity of certificates awarded by different examining bodies.

The introduction of the new modules will take place in August 1984. The timescale for schools and colleges to prepare for the changes is therefore extremely short. When these changes are added to those required simultaneously by the implementation of the recommendations of the Munn and Dunning committees, the result is a period of unprecedented upheavel in

Scottish education. The pressures on education authorities and schools are immense, and the implementation of all aspects of the Action Plan proposed for 1984 may remain in doubt until the last minute.

Strathclyde Regional Council, the largest education authority in Scotland, with a population of 2.5 million, was well placed to respond quickly to the recommendations of the 16-18 proposals. The authority had already accepted (October 1982) recommendations from a working group of elected members and officers, which envisaged post-16 education and training being offered by a partnership of schools, further education and the community education and careers services, working together to identify and satisfy needs within a local area. The Action Plan proposals provided the flexibility to create individual educational programmes that this kind of consortium approach required.

Accordingly, the authority was able, a few months after publication of the Action Plan, to approve a structure of area planning groups (46 across the region) charged with the responsibility of identifying and meeting the education and training needs of an area, using all the resources available, whether in school, college, or elsewhere, and avoiding the unnecessary duplication or omissions that previously resulted from independent planning within separate establishments. The membership of the groups includes head teachers of secondary schools, further education college representatives, senior staff from the community education and careers services, an education officer and the elected member for the area. Work commenced in June 1983 and at the end of 1983 the groups were involved in preparing the organisational and administrative structures which would permit a harmonisation of courses between previously independent bodies. A large scale national effort is going into the preparation of the new modules which will be fitted into this structure, when available.

To assist the planning groups in their task of developing local plans, a number of regional working groups investigated specific issues and produced reports covering curriculum choice, timetabling, transport and attendance. Among the recommendations from these groups is one that suggests that courses which attract relatively low numbers of students should generally be offered in only one institution within a consortium. As a consequence, some students will have to travel between establishments and timetabling arrangements have been suggested to make this possible. In some areas, plans for schools to adopt common timetables which link with the timetable of the local further education college are well advanced.

Without this kind of integration it would be impossible to widen significantly the range of opportunities offered and at the same time avoid large increases in costs. However the effectiveness of inter-institutional planning remains to be seen. It would be misleading to suggest that the face of Scottish education will be changed overnight in August 1984. The reality is more likely to be a modest increase in collaborative working between the various sectors, and possibly the introduction of some modules into schools, with the major change being the dismantling of non-advanced vocational courses in further education and their replacement by the new modules. Nevertheless, the basis will have been laid for more significant advances in later years.

Much remains to be done. The purpose of this article, however, is not to describe fully a programme of reform and development which has already created an extensive literature of its own, but to draw the attention of those who may be interested, to the response of one local authority to a national effort to combat some of the problems of unemployment and alienation within the 16-18 age group; problems which are common to many of the member States of the Council of Europe.

Text supplied by Strathclyde Regional Council,
1/XII/1983
(News-letter/Faits Nouveaux 5/83)

EUDISED descriptors: cooperation; credits; educational innovation; educational opportunities; educational provision; modular training; planning of education; post-secondary education; upper secondary; youth; United Kingdom

SURVEY OF MIDDLE SCHOOLS FOR 9-13 YEAR-OLDS

In a report published in December 1983 (1), Her Majesty's Inspectorate (HMI) of schools assesses how well middle schools for 9-13 year-olds provided for their pupils, and how well the pupils responded to the education offered. Of the 48 schools surveyed five achieved good standards in most parts of the curriculum, six were considered to be unsatisfactory in most parts, and in the remainder the work was "fairly satisfactory".

The report shows that all children were taught English, mathematics, science, music, religious education, physical education, art and craft, and aspects of the humanities. Most of the older children were taught French and home studies. It says that not enough demands were made of the able minority although the less able were generally better provided for, and that more should be done to cater effectively for the full range of pupils' abilities in each class.

Nearly all the schools employed a 'mixed economy' of 'class teaching' - one teacher teaching the class for nearly all the subjects in the curriculum - and 'subject teaching' - teachers each teaching their subject to one class. This made it rare for a teacher to be deployed solely to teach one subject, and overall the vast majority of teachers taught several subjects to one or more year groups.

During the study, HMI found that four major factors had a significant effect on the standards achieved. They were: size of the school, extent of subject teaching, strength of the head's influence, quality and quantity of resources.

The report showed that larger schools, with more than three forms of entry, achieved higher standards, and that better work was achieved in schools where there was more use of subject teaching, even for 10-year-olds. Overall, HMI found that standards were highest in schools where heads provided strong leadership and encouragement. Statistical analysis showed that standards of work in the schools with above average resources were significantly higher than standards in schools with below average resources.

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(1) 9-13 Middle Schools: an illustrative survey. London: HMSO, 1983.

The report concludes that the strengths and weaknesses in the middle schools were much the same as those found in inspections of primary and secondary schools, as middle schools provide both kinds of schooling. But they have the additional task of providing a gradual change from one to the other for their pupils. This gradual change can have a real benefit for all the youngsters, and some of the schools in the survey were succeeding. But the report recognises that this intermediate stage in the education process does make particular demands on local education authorities and teachers in 9-13 middle schools. The report observes that middle, no less than primary and secondary, schools have had to face falling rolls and financial constraints, and that these considerations may raise particular difficulties for 9-13 middle schools unless they are large or disproportionately resourced.

In January 1983 there were 605 9-13 middle schools, or just under 3% of the total number of primary and secondary schools. They have nearly a quarter of a million pupils, or just over 3% of the school population. About one third of all these schools are below three forms of entry.

Department of Education press notice, 13/XII/1983
(News-letter/Faits Nouveaux 5/83)

EUDISED descriptors: achievement measurement; primary school; qualitative analysis; quality of education; resource allocation; secondary school; United Kingdom

PLANS TO RAISE STANDARDS

Speaking in January 1984 at the North of England Education Conference, Education Secretary Sir Keith Joseph announced plans:

- to define the objective of the main parts of the 5-16 curriculum so that everyone knows the level of attainment that should be achieved at various stages by pupils of different abilities;

- to alter the 16-plus examinations so that they measure absolute, rather than relative, performance;

- to establish, as a realistic objective, the aim of bringing 80-90 per cent of all pupils, at least, to the level which is now expected and achieved in the 16-plus examinations by pupils of average ability in individual subjects; and to do so over a broad range of skills and competence in a number of subjects.

Sir Keith said: "This is the objective which the government now wishes to set itself and its partners in the education service in England and Wales. The objective is not, I repeat not, limited to raising the level of attainment among the less able. The objective for 80-90 per cent of pupils entails a higher level of attainment at age 16 than the present one for every step of the ability range including those for whom the existing 16 plus examinations are now designed."

Sir Keith said that the primary and secondary curriculum needed to accord more than it did now with four principles - breadth, relevance, differentiation and balance.

"First, it should be broad for all pupils both in the development of personal qualities and in the range of knowledge and skills to which pupils are introduced. That means, for example, that every primary pupil should be properly introduced to science; and that secondary pupils should not drop subjects in the fourth and fifth years in a way which leaves them insufficiently equipped for subsequent study or training.

Second, the curriculum should be relevant to the real world and to the pupils' experience of it. Judged by that test, Her Majesty's Inspectors' reports show that much of what many pupils are now asked to learn is clutter. The test means, for example, that the curriculum should contain an adequate practical element and promote practical capability for all pupils, not just for those who are labelled "non-academic"; that the technical and vocational aspect of school learning should have its proper place, and that all pupils should be introduced to the economic and other foundations of our society.

Third, there shoud be differentiation within the curriculum for variations in the abilities and aptitudes of pupils. This is a task that has to be tackled within each school as well as between schools, where this is relevant.

Fourth, the various elements of the curriculum need to be balanced in such a way as to optimise the contribution that each can make to the total education of the pupil. In so far as each main element does something for the pupil that no other element does, or does as well, no pupil should miss the chance of getting out of each such element the special competence and understanding which it helps him to acquire."

Sir Keith said that the quest for an improved curriculum and higher standards of attainment would require changes in the examination system, especially at 16-plus, whether it was decided to merge or to harmonise Ordinary levels and CSE (Certificate of Secondary Education). The syllabuses for these new examinations would need to reflect the improvement to the curriculum resulting from clearly defined objectives, and there should be a move towards a greater degree of criterion-referencing in these examinations and away from norm-referencing. The existing system told a great deal about relative standards between different candidates but much less about absolute standards. "One can make with confidence the general judgement that the more the examinations can measure achievement in absolute terms, the clearer the objectives will be for those who teach and follow examination courses; the easier it will be to motivate pupils to attain higher absolute standards by a proper acknowledgement of what they can do; the better the chances that examination successes will be understood and respected by employers and parents," said Sir Keith.

"The objective I have set for raising the standards of performance of 80-90 per cent of our school pupils will not be achieved overnight. But I believe that we can achieve it by a systematic development of policies. For this year I can see a number of stepping stones along the way:

- the establishment of an accreditation council for initial teacher training;

- the decision on the future shape of the 16-plus examination based on national criteria;

- the formulation of a curricular policy in each local education authority for pupils of all abilities and aptitudes;

- a definitive statement on the objectives of science in schools;

- a start on the formulation of grade-related criteria for the 16 plus examinations;

- the definition of a scheme of pilot projects on records of achievement for all school leavers."

The Education Secretary concluded by saying, "I am myself ready to acknowledge that I underestimated the task which we face in raising standards in schools when I took up my office in 1981. In particular, I did not at that time fully appreciate, for example, the problems of teaching low attainers and the special difficulties faced by teachers in many inner city schools. I have developed my ideas as a result of what I have seen and heard in the last two years. I now ask others in the education service - in particular teachers, governers, local authority elected members and officers - to consider what I have said in the same spirit, so that together we may achieve constructive reform to the benefit of our children and our future as a nation."

Department of Education and Science press notice, 6/I/1984
(News-letter/Faits Nouveaux 1/84)

EUDISED descriptors: achievement gain; aims of education; compulsory education; curriculum; government policy; quality of education; United Kingdom

EDUCATION OF ETHNIC MINORITIES IN STRATHCLYDE REGION

The school has an important role in promoting racial harmony, says a report published in January by Her Majesty's Inspectors of Schools in Scotland.

The assumptions of the early 1970s that the immigrant communities should 'adapt' and be 'assimilated' to the indigenous population are now seen to be unrealistic. "Social adaptation is obviously taking place", the report argues, "but a growing body of opinion argues cogently that cultural assimilation is neither feasible nor desirable, and that it is the responsibility of the curriculum not only to offer a means of establishing cultural identity to all pupils, but also to prepare all pupils for life in a multi-cultural society by recognising and responding to cultural diversity."

The report of a two-year study by HM Inspectors of the provision made for the education of ethnic minorities in Strathclyde Region accepts that the teaching of English as a second language must remain a priority, but takes the view that a reappraisal of overall policy is required in the light of changing needs. "Race relations in Scotland have been relatively healthy, but they are not static, and the needs and aspirations of the second and third generations differ from those of the first immigrants," the report notes.

Although there are no official statistics, unofficial surveys suggest there are between 6,500 and 7,000 pupils in Scottish schools whose ethnic origins are outside the UK. They fall into three major groupings - originating from Pakistan, India and Hong Kong - and about 70% of such pupils are taught in schools in Strathclyde Region, with Glasgow accounting for 80% of the Strathclyde total. The report traces the growth in the number of immigrant

pupils in Strathclyde throughout the 1960s and describes the educational response at a time when the dominant need was for tuition in English as a second language. It commends specialist provision through language centres and by school-based and itinerant staff, but argues that the overall pattern of such provision should be continuously monitored to ensure that it responds to developing needs.

The report recommends that more emphasis should now be given to resolving the language difficulties that arise within the school curriculum. It draws attention to the need for close monitoring of the educational progress of children whose first language is not English, who in many cases continue to have difficulty with written English even after attaining proficiency in oral social exchange. The report commends initiatives which have been taken to involve ethnic minority parents in the educational process and urges further development of the school as a resource for the whole community. It looks ahead to the wider issue of multi-cultural education as a dimension in the education of all children in every school. It recognises that this will present a formidable challenge to schools, but sees it as "a task worth doing; a necessary task".

Scottish Office press notice, 6/I/1984
(News-letter/Faits Nouveaux 1/84)

EUDISED descriptors: cultural pluralism; ethnic minority; intercultural education; language teaching; social integration; United Kingdom

"NEW BLOOD" AT UNIVERSITIES

The Secretary of State for Education and Science announced in December 1982 that the government was providing funds to enable the universities to recruit in 1983/84 230 young lecturers and researchers - the "new blood" posts - and to create 70 posts in information technology.

The University Grants Committee (UGC) has reviewed the first year's operation of the twin programmes. It wrote to universities in January to tell them that (1) the scheme would continue on the same lines in 1984/85; (2) the provisional distribution of posts between subject areas would stand; (3) 60 more posts would be allocated in 1984/85, bringing the total in that year to 395.

The review showed that, although there were variations between subjects, the number and standard of applications was generally high, and the quality of people appointed very good. Not all posts were filled at the first attempt. but all universities expected to be able to fill outstanding posts in engineering and in some branches of information technology, reflecting the competition from industry.

Some doubt has been expressed about the interpretation of the UGC's rule that persons already holding permanent university appointments in the United Kingdom are ineligible for "new blood" appointments. The UGC has decided that the exclusion should remain a general one, and that posts should not normally be open to any category of staff with a secure university position. Although in the early years the holders of these posts are expected to contribute substantially to research, and their teaching duties should be adjusted accordingly, they are regarded as normal academic appointments. They may be made at any level of seniority, but they should be made on the same terms as apply to other academic appointments made by the appointing institutions.

The intention is that any person appointed to a "new blood" post should have every prospect of a full academic career. The UGC has decided that the age limit for "new blood" appointments should remain at 35.

University Grants Committee press notice, 5/I/1984
(News-letter/Faits Nouveaux 1/84)

EUDISED descriptors: information science; recruitment; researcher; teacher; university; United Kingdom

EDUCATION IN PRISON

The government is keen to bring local education authorities and their colleges into closer involvement in prison education. It is, however, determined to resist pressure to change prison rules or the balance of power within the prison service as a way of extending educational opportunities for inmates.

These are the main points of the White Paper, published in January 1984, in reply to the 1983 report on prison education by the Commons Education Select Committee. The report, the first parliamentary inquiry since education became a statutory requirement in prisons 160 years ago, is welcomed by the government. Its 23 recommendations are divided by the White Paper into two main groups: those which the government considers concern education as such, and those which it regards as dealing largely with matters of prison administration. It welcomes the first and rejects or remains non-commital about most of the second group, many of which criticise present practice or would require more public spending.

The White Paper agrees that prison education staff should be given close support by their local education authorities and that they should be based on local colleges or adult education institutes. The government refuses to guarantee that the accommodation and staff required for educational facilities should always be made available and says that it cannot give education such an absolute priority. The White Paper rejects the committee's call for a new Prison Regimes Act, which would guarantee a prisoner access to education throughout his sentence and a right to a full-time period of education "necessary for him to obtain the educational objective to which he has been working" with remuneration at the same rate as for work. It says it would be wrong to give such an open-ended commitment to public expenditure, and it specifically rejects what it calls a proposal "to confer on prisoners a right which is not available to law-abiding members of the community".

Answering the committee's call for a restoration of cuts it said have been made in the prison education services over the past five years, the White Paper claims that its financial provision has been substantially increased by the present government.

The Times Educational Supplement. 20/1/1984
(News-letter/Faits Nouveaux 1/84)

EUDISED descriptors: educational opportunities; prisoner; prison welfare; United Kingdom

NEW 16-PLUS EXAMINATION

Sir Keith Joseph, Education Secretary, announced on 20 June 1984 that the O-level and CSE (1) examinations are to be replaced by a single 16-plus examination. It will be called the GCSE - General Certificate of Secondary Education - and the courses will start in England and Wales in the autumn of 1986.

The first awards of the new qualification will be made in the summer of 1988. There will be seven pass grades from A to G, and children who do not achieve any of them will fail. A "distinction" certificate is also being introduced to encourage excellence. Sir Keith said, "We are merging up. The system we propose will be tougher, but clearer and fairer. It will be more intelligible to users, better than O-levels and better than CSE. It will stretch the able more and stretch the average more."

Sir Keith said that the 20 examination boards would merge into five groups - four in England and one in Wales - to cut the excessive number of bodies, syllabuses and subject titles. He said that the GCSE would be a system of examinations, not a single examination. It would have four features essential for higher standards: fewer examining groups, a national standard, differentiated papers or questions and grade-related criteria. Grades A to C would embody standards at least as high as corresponding O-level grades. According to Sir Keith, under the new system a potential employer will know what any particular grade that has been won means in terms of skills, understanding and knowledge. Candidates would be given grades according to their performance on an absolute scale and not compared to the standard of others taking the examination. Sir Keith is not, however, planning to impose a single national syllabus for each subject. It will be up to the examination boards to construct their own syllabuses within the national framework. Different ability groups will be asked to show their paces in different ways in the examination itself. This will mean separate papers in some subjects like mathematics, physics, chemistry and languages, and different questions in others. Sometimes there will be "stepped" questions in which the less able will try only one section, while brighter pupils attempt the rest. The Distinction Certificate will go to those who score good grades in a broad range of subjects.

Speaking in April, prior to his announcement concerning the GCSE, Sir Keith said, "We need to define more precisely, for each subject, the skills, competences, understanding and areas of knowledge which a candidate must have covered, and the minimum level of attainment, he must demonstrate in each of them, if he is to be awarded a particular grade. Pupils will need to know the criteria by which they will be assessed. So also do teachers, further and higher education, employers and the public at large. A further important consequence of introducing grade-related criteria will be that many pupils will have new opportunities for success: not only the 40% or so at the lower end of the range of academic attainment but all pupils, including the most able. I believe that pupils can and will take advantage of those opportunities. If they achieve the standards required in the areas defined for a particular grade in a particular subject, they will be awarded that grade. They will

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(1) Ordinary level. Certificate of Secondary Education

not be disadvantaged by the fact that a certain percentage of their contemporaries did better than they did, or advantaged by the reverse.

The Daily Telegraph, 21/IV/1984
Report, vol. 6, no. 7, 1984
(News-letter/Faits Nouveaux 2/84)

EUDISED descriptors: achievement measurement; assessment; examination; examination system; final examination; secondary education; United Kingdom

EDUCATIONAL DISADVANTAGE TEN YEARS ON

According to a report from the Scottish Education Department (1), positive discrimination in education is no longer seen as the answer to disadvantage. The report examines how disenchantment arose with projects of the 1960s and 70s which assigned to schools a central role in combatting deprivation. The authors cite evidence from area-based projects of the negative effects of frustration and rejection when the impetus of an action project is removed. "Disadvantage has slipped from its high position on the agenda - and so has education - as other concerns have risen to command public attention," say the authors of the report. Inflation has meant that the "real" meaning of positive discrimination - diverting resources from the haves to the have-nots - can no longer be ignored. A national employment crisis affecting all ages, social classes and education levels has blurred once sharper contrasts between prosperous and disadvantaged groups. Inflation and high unemployment have focused priority on national regeneration rather than on specific local areas or selected groups in society. Other general trends - the new emphasis on 16-19s and falling school rolls - have diverted attention from special help for the disadvantaged. There are also signs inside education of a trend against special provision for designated groups. Separate treatment leads to labelling which in turn confirms inadequacy in a way which is self-defeating.

Education, 27/IV/1984; SCAN, April 1984
(News-letter/Faits Nouveaux 2/84)

EUDISED descriptors: compensatory education; deprived; priority; trend; United Kingdom

CURRICULUM DEVELOPMENT IN NORTHERN IRELAND

A programme has been initiated to revise fundamentally the secondary curriculum in Northern Ireland and thereby to loosen the grip of examinations on the system and to equip school leavers better for the demands of modern life.

Forty-seven schools, which reflect the variety of Northern Ireland's secondary schools, have been selected to launch the programme. It is anticipated, however, that the programme will involve all the province's secondary schools within the next five years. The schools have been chosen

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(1) Nisbet, J. & Watt, J.: Educational disadvantage ten years on
Edinburgh: HMSO, 1984

on the basis of their proposals for broad based curriculum development. Each will get between £5,000 and £10,000 a year for five years to be used in any way that will directly benefit pupils in the classroom. An 11-strong programme team will advise schools and monitor progress, assisted by senior teachers on secondment.

According to the Department of Education for Northern Ireland, most schools would be involved initially in whole school reviews. Some had said they were particularly interested in specific areas such as the transition from primary school or pastoral care.

There is widespread agreement on the urgent need for curriculum change, despite continuing strong support among parents for selective secondary schools. Initially concern was for the low achievers, but interest spread to include the better pupils who can also be deprived by having to follow a narrow curriculum. It is hoped that the programme will result in raising the quality of school leavers.

The Times Educational Supplement, 14/IX/1984
(News-letter/Faits Nouveaux 3/84)

EUDISED descriptors: curriculum development; quality of education; secondary education; United Kingdom

COLLABORATION BETWEEN INDUSTRY AND EDUCATION IN SCOTLAND

The government has welcomed the Scottish Council (Development and Industry) report "Profit through partnership", which looks at collaboration between industry and education in Scotland.

The report recognises that the country stands to benefit from greater economic prosperity through a closer working relationship between industry and higher education. Already many universities and colleges have well developed links with industry, but many companies are still not exploiting the rich technical resources which exist in universities and colleges. One of the major impediments to increased collaboration is that there is no simple alignment of interest between industry and higher education, which means that there can be no single solution to developing collaboration. However, the government recognises its role in this to create a climate that will favour contacts between industrialists and academics and engender confidence on both sides.

Some institutions have responded by seeking to meet the training requirements of industry, particularly in electronics and for the offshore oil industry. Most institutions now have industrial liaison units. Some Scottish universities and colleges have also established centres which allow new small companies to work alongside academic departments. Evidence suggests that science parks can stimulate a better liaison between the educational institutions and small local firms.

The government recognises that there is still a gap in development funding - at the point where the results of research work at universities have to be transferred to industry for commercial exploitation. In the government's view, however, further improvement does not depend so much on such financial resources but rather on changes in attitudes and behaviour from both industry and education.

Addressing the 10th European Solid-state Circuits Conference (Edinburgh, September 1984), Lord Gray of Contin, Minister of State at the Scottish Office, said: "In the Scottish Office we have grown very conscious of the importance of teaching in those disciplines that underpin the new technologies such as microelectronics. Over the past five years the Scottish Office and the Manpower Services Commission have kept a particularly close eye on the balance between supply and demand for skilled manpower in the electronics industry. We have tried, where we can, to engineer an increase in the capacity of the education system to meet industry's growing needs for skills relevant to information technology. Between 1980 and 1983, for example, the supply of graduates in electronics engineering rose by over 50% among the universities and colleges in Scotland, and we expect this trend to continue for the next two years."

Scottish Office news release, 18 & 24/IX/1984
(News-letter/Faits Nouveaux 3/84)

EUDISED descriptors: commerce; higher education; industry; innovation; research; technological change; technology transfer; United Kingdom

MEASURES TO IMPROVE CHILD HEALTH AND SAFETY IN SCOTLAND

The Scottish Home and Health Department asked Scotland's 15 Health Boards to intensify their measles immunisation programme to coincide with the start of the new school term. A circular received by the Boards draws attention to the importance of offering measles immunisation to all susceptible children from the second year of life to puberty. Boards were asked to arrange for the imminisation status of children to be reviewed at their school entry medical examination with the aim of increasing the number of children immunised to reach a level from which a successful measles elimination campaign could be mounted.

Commenting on the issue of the circular, Mr John MacKay MP, Minister for Health and Social Work at the Scottish Office said: "Last year in Scotland well over 6,000 children were notified as having contracted measles, which remained a significant cause of serious illness in children, in some cases causing permanent damage... I appreciate that worries about possible side-effects deter some parents from having their children immunised against measles. To them I can only say that the facts are reassuring. It is very rare for a healthy child to suffer serious reactions to the vaccine. Children are much more likely to suffer reactions after having measles itself."

In June 1984 the Scottish Education Department issued a circular giving guidance on the use of asbestos in educational establishments. While it is uncertain whether there is any level of asbestos dust inhalation below which it can be categorically said that there is no health hazard, exposure to asbestos dust should nevertheless always be reduced to the lowest practicable level.

The handling and use of asbestos products by school children should be avoided and such products replaced by safer substitutes. Asbestos products should on no account be used where dust may be formed in the course of normal usage. Asbestos cement products, whether as mats or as boards, should not normally give rise to dust, but nevertheless they should be replaced wherever possible.

As regards vocational training, where asbestos products are used in building construction and car maintenance courses, health and safety standards must be strictly observed. Dust may arise from such activities as drilling, filing, sawing or rubbing asbestos; any such operations should be kept to an absolute minimum and carried out under efficient local exhaust ventilation with the exhaust effectively filtered before discharge.

Steps should be taken to identify in educational buildings the presence of asbestos, its extent, type and condition with a view to assessing the possibility of dust release. The condition of asbestos material should be kept under constant review, and maintenance workers should be alerted to its existence.

The circular draws attention to the fact that in those educational establishments where there are still asbestos fire blankets the containers in which such blankets are normally stored should ensure that there is a negligible risk of fibre release. Where it is necessary to replace asbestos blankets, the use of substitute materials should be considered.

Scottish Office news release, 1/IV/84 & 31/VII/84
(News-letter/Faits Nouveaux 3/84)

EUDISED descriptors: health; immunization; infectious disease; safety; vaccination; United Kingdom

QUALIFIED MANPOWER

According to a report from the 1981 census (1), the number of highly qualified people in Great Britain, aged 18-64, increased by 42% between 1971 and 1981. In 1981 there were 3.5 million, representing 11% of all people aged 18 to 64, compared with 2.5 million (8%) in 1971. There were more highly qualified men than women, but the proportional increase since 1971 was similar for both sexes.

In terms of the 1981 census, highly qualified people are those holding at least one qualification normally obtained after the age of 18 by study at a level above that required for the General Certificate of Education "A" level or the Scottish Certificate of Education; the qualifications include degrees and equivalents, and most teaching and nursing qualifications.

The proportion of people highly qualified was the highest for the 25-29 age-group (17%), reducing for successive older age-groups to a figure of only 6% for people aged 60-64. This trend reflects the increasing opportunities for people to obtain qualifications.

The proportions of highly qualified people by constituent countries and regions of Great Britain reflect the varying demands for qualified labour. Of the population aged 18-64 the highest proportion highly qualified was in the south east region, with the outer metropolitan area the highest at 14%, Greater London at 13% and the outer south east at 12%. Scotland and the south west region each had 11% of their population highly qualified, but the other regions had figures of 9%-10%.

(1) Census 1981: Qualified manpower, Great Britain
HMSO, 1984 ISBN 0 11 690960 9

There were substantial differences between the sexes in the subjects in which qualifications were obtained. For men the most common subject groups in 1981 were technology and engineering (30% of highly qualified men) and social, administration and business studies (27%). For women the most frequent subject groups were health, medicine and dentistry (37%) and education (33%).

The largest increase in the numbers of highly qualified men aged 18-64 over the period 1971-81 occurred in social, administration and business studies (an increase of 207,000) and in technology and engineering subjects (up by 153,000). The proportion of men in the social, administration and business studies group rose over the decade from 23% to 27%, whereas the proportion in the technology and engineering group fell slightly from 31% to 30%. The largest increases in the number of highly qualified women were in the education subject group (an increase of 130,000), health, medicine and dentistry (up by 103,000) and social, administration and business studies (up by 97,000). The proportion of women qualified in the social, administration and business studies group rose from 5% in 1971 to 10% in 1981, whereas the health, medicine and dentistry group fell from 43% to 37%.

Census Information Unit publication notice, 20/IX/84
(News-letter/Faits Nouveaux 3/84)

EUDISED descriptors: census; level of qualification; manpower; population; distribution; qualification; sex difference; United Kingdom

NATIONAL ADVISORY BODY FOR PUBLIC SECTOR HIGHER EDUCATION

The National Advisory Body for Local Authority Higher Education, which was set up on an interim basis two and a half years ago, is to become permanent from the beginning of February 1985, Education Secretary Sir Keith Joseph announced at the end of July.

The Body will be reconstituted along broadly the same lines, but its remit is to be extended, and it will become known as the National Advisory Body for Public Sector Higher Education. Membership of the reconstituted NAB Board will at the same time be expanded to bring in two extra members appointed by the Education Secretary to increase representation from industry, commerce and the professions.

The role of the Body will continue to be to advise the Education Secretary on a co-ordinated approach to the planning of courses, student intakes and the allocation of funds in polytechnics and other local authority and voluntary colleges in respect of courses leading to qualifications higher than the General Certificate of Education "A" level.

It is recalled that it is the University Grants Committee that acts as the link between the government and the universities.

Department of Education and Science press notice, 31/VII/1984
(News-letter/Faits Nouveaux 3/84)

EUDISED descriptors: administration of education; administrative structure; committee; guidance; higher education; United Kingdom

UNITED KINGDOM: TEACHERS' PAY

Teacher unions reacted with dismay to the announcement in early September 1984 that a 5.1% increase in salaries and allowances had been awarded as a result of arbitration. The Burnham Primary and Secondary Committee, the body for settling salary matters, met on six occasions between 30 January and 30 April 1984 but was unable to conclude a negotiated pay settlement for 1984/85. As a result it was agreed to go to arbitration, and terms of reference were agreed on 22 June 1984. The arbitration panel was chaired by E.G.A. Armstrong, former Professor of Industrial Relations at the Manchester Business School.

Because his two colleagues on the arbitration panel had failed to reach a unanimous decision, the chairman acted as "umpire" producing a report recommending an increase of 5.1%. For further education teachers he awarded 4.6% on all salary scales. In both cases the chairman warned that "it would be totally fallacious for any link to be made between the level of the award and any particular factor". Both sides in the dispute, however, took the view on reading the report that the chairman had been swayed by arguments on the inability of the local authorities (the teachers' employers) to pay more, and by the likelihood that a higher figure would have been overturned by the Secretary of State.

Professor Hugues, the teachers' nominee on the arbitration panel and the dissenting member, said: "The government is insisting that it can apply lower standards for teachers' pay than for that of other public professions."

The chairman was clearly aware of the hopes that the teachers' representatives had raised over the outcome of the arbitration. He observed that both sides had presented cases that would have been more appropriate to a pay review than an arbitration hearing.

Professor Armstrong said: "It is notable from the evidence that the history of pay settlements over the past 12 years is marked by a frequent recourse to third party decisions, not only from arbitral bodies but from pay review bodies... Such frequent recourse to third party assistance suggests a history of strain and tension in negotiating relationships. It is my belief that those strains and tensions derive principally from marked variations in public policy, during these years, regarding pay negotiations and pay settlements in the public sector. The fairly recent appointment of independent review bodies for large groups of public service employees is noted with interest.

These institutions might provide a body of experience which could suggest ways in which the issue of the effort/reward relationship, in all its aspects, in the teaching profession, could be considered in a detailed, fair-minded and consistent manner."

The Times Educational Supplement, 7/IX/1984;
Education, 7/IX/1984;
Department of Education and Science press notice, 5/IX/1984
(News-letter/Faits Nouveaux 3/84)

EUDISED descriptors: dispute settlement; salary; teacher; United Kingdom

ANNOUNCEMENT BY THE SECRETARIAT OF STATE FOR SCOTLAND ON TEACHERS' PAY

On 14 August 1984 the Teachers' Side of the Scottish Joint Negotiating Committee for Teaching Staff in School Education (SJNC(SE)) requested the Secretary of State for Scotland, George Younger, to establish an independent body to review the salaries of Scottish school teachers. The statutory function of the SJNC(SE) is to consider and formulate settlements as to the remuneration payable to, and the terms and conditions of, staff employed by education authorities in Scotland in, or in connection with, the provision of school education.

In his reply of 11 December 1984, Mr Younger said: "It appears to me that the case being advanced by the Teachers' Side depends essentially upon the claims (i) that the salaries of teachers have been eroded in recent years and (ii) that teachers have over the same period experienced considerable increases in workload. On pay, it is of course no part of the government's policy that salary increases should be indexed either to the rate of inflation or to some measurement of pay increases in the economy generally. Such an approach would be inconsistent both with the determination of the government to defeat inflation and with our general policy of seeking to limit local authority expenditure. However, pay awards to teachers over the last 10 years or so have in fact been very closely comparable with those made to other groups of local authority employees in Scotland.

It has been put to me that teachers nevertheless constitute a special case, in that they have experienced substantial additions to their workload in recent years. It must, however, be borne in mind that teachers are by no means alone in having had to come to terms with new technologies and new methods of working. I recognise that new curricular developments have involved individual teachers in increased work; but I do not regard this as a permanent phenomenon, and it certainly does not affect all teachers at one time. It should be remembered also that I have already made provision... for the employment of additional teachers in secondary schools and that I have agreed to a shortening of the school year in order to facilitate additional days of in-service training for teachers.

In the circumstances, therefore, I am not persuaded that I should be justified in establishing an independent review of the sort requested. There is, however, another possible way to handle this. Under statute it is of course the responsibility of SJNC(SE) to determine the salaries and conditions of service of school teachers in Scotland. I should be prepared to consider on

their merits and in the framework of the government's existing public expenditure plans for Scotland as a whole any proposals relating to pay and conditions of service together which might result from detailed examination undertaken by the SJNC(SE). I should make it plain however that to be convincing, a review of conditions of service would have to deal specifically with areas where existing arrangements appear not to be in keeping with present-day requirements - including the definition and prescription of teachers' responsibilities in the planning of personal teaching methods and programmes, together with the teaching, discipline and assessment of pupils and participation in schemes of personal professional development; participation in pastoral, tutorial and guidance arrangements; lunchtime and playground supervision of pupils and consultations with parents, including attendance at parents' meetings; and control by employers of time within conditioned hours when teachers are not in class contact...."

Scottish Office news release, 11/XII/1984;
(News_letter/Faits Nouveaux 5/84)

EUDISED descriptors: salary; teacher; working conditions; United Kingdom

PROPOSALS FOR CHANGES IN THE CONDITIONS OF SERVICE OF TEACHERS IN ENGLAND AND WALES

At a meeting in November 1984 the Burnham Committee Joint Working Party on Salary Structure, the Management Side (i.e. the employers) tabled a document proposing a new remuneration structure for teachers. Extracts from the document are reproduced below.

Limits on the performance of duties and responsibilities

Although every teacher will be contractually required to prepare lessons, mark pupils' work and prepare pupil profiles and reports, these tasks cannot be constrained within any fixed weekly or annual limit. The performance of these tasks will be subject to the processes of performance appraisal and review as described below. In respect of all other tasks set out in the teacher's job description the total time during which the head may direct the teacher to perform them shall not exceed 1300 hours per year spread over a maximun of 195 days. The remainder of the year shall be annual leave but leave may not be taken outside periods of school closure.

Weekly class contact timetabled for the teacher shall not exceed 25 hours. Some posts may require lower levels of class contact to enable the duties and responsibilities of the post to be carried out. (There is no intention to make a national agreement which specifies an entitlement to lower timetabled class contact in particular circumstances or for particular reasons). Reduced class contact is a matter for the head teacher to determine in the light of staffing resources available to him.

Each teacher in a secondary school shall be entitled to a minimum of two 35 or 40 minute periods per week during which he or she cannot be called upon to provide cover for an absent colleague. These two periods shall not be specified in the timetable but shall be the minimum number of "free periods" to which any teacher in a secondary school is entitled each week...

Professional development and performance appraisal and review

Because it is essential that a teacher's professional development continues throughout his or her career, each teacher will be required to participate annually in a school-based performance appraisal process. This process will culminate each year in a discussion between the teacher and the senior colleague to whom he or she is accountable. The aim will be to identify need, opportunities for, and obstacles to, improved performance and/or professional development. This process will be supervised by the Local Education Authority's (LEA) Inspectorate and subject to monitoring by them through sampling.

The discussion should be concerned with the whole of the duties and responsibilities of the post. A nationally agreed "prompt sheet" will be made available to guide, but not constrain, the discussion. A nationally agreed "performance appraisal form" will record the outcome of the discussion in a concise form. In due course a nationally produced handbook (accessible to all) will be produced to aid appraisal and disseminate best practice. It will be updated periodically.

Prior to the annual appraisal discussion, the teacher and the appraiser will separately use the "prompt sheet" to prepare a preliminary draft of the "performance appraisal form". They will come togehter and seek to arrive at a common view.

During the discussion the teacher shall be free to advence and seek to have recorded his or her evaluation of aspects of the school's organisation, resources, aims, objectives and administration which have a bearing on his or her performance or professional development. After discussion the appraiser will record his or her overall summary and show it to the teacher who will have the right to add to it any brief comment or reservation considered necessary. After endorsement by the head teacher the record shall be copied to the LEA. Both school and LEA shall ensure that the record is treated with the degree of confidentiality appropriate to personnel records.

No teacher shall be entitled to progress to the next incremental point in the Main Professional Grade unless the head teacher certifies that a satisfactory level of performance has been attained. Where the head teacher is not able to so certify but considers that there are circumstances beyond the teacher's control which cause the performance to be unsatisfactory he or she may recommend to the LEA that progression to the next incremental step be permitted. The decision of the LEA shall be final.

During the year immediately before the teacher is due to progress to one of the larger incremental points (i.e. every third year) the appraisal process shall be extended to a "performance review". The procedure for a performance review shall be similar to that for a performance appraisal but with the addition that the senior colleagues responsible will share the tasks with an LEA adviser, inspector or officer. After the teacher has attained the maximum of the Main Professional Grade performance, reviews shall continue to take place every third year...

Teacher fellowship

Any teacher whose performance is demonstrated to be outstanding, by a performance appraisal or review shall be entitled to be considered for the award of a teacher fellowship. Each LEA shall draw up a "Teacher Fellowship Scheme" (and consideration will be given to teh formation of a "National Teacher Fellowship Scheme"). No limit is proposed for the number of fellowships which may be awarded. A teacher awarded a fellowship shall hold it for a period of three years. Once during that three-year period he or she will be entitled to one term's sabbatical leave at a time to be agreed between the fellow and the LEA. The latter will appoint a short-term replacement to take the fellow's teaching post during the sabbitacal leave. In each of the three years the fellow will be awarded a bursary of £1,000. During the tenure of the fellowship the teacher will be expected to contribute to in-service training programmes for other teachers.

AMMA Report, 16/XI/1984
(News-letter/Faits Nouveaux 5/84)

EUDISED descriptors: evaluation; hours of work; inspection; job requirements; teacher; teacher role; teaching quality; United Kingdom

REPORT OF THE COMMITTEE OF INQUIRY INTO THE EDUCATION OF CHILDREN FROM ETHNIC MINORITY GROUPS

The Committee of Inquiry into the Education of Children from Ethnic Minority Groups was set up by the Labour government in 1979. It has had a chequered history. Its original chairman, Anthony Rampton, was replaced by Lord Swann, and several members of the Committee resigned on account of disagreement and controversy. The terms of reference of the Committee were as follows:

> Recognising the contribution of schools in preparing all pupils for life in a society which is both multi-racial and culturally diverse, the Committee is required to:
>
> - review in relation to schools the educational needs and attainments of children from ethnic minority groups taking account, as necessary, of factors outside the formal education system relevant to school performance, including influence in early childhood and prospects for school-leavers;
>
> - consider the potential value of instituting arrangements for keeping under review the educational performance of different ethnic minority groups, and what those arrangements might be;
>
> - consider the most effective use of resources for these purposes; and to make recommendations.

The report (Education for all, London: HMSO, 1985) confirms that children of West Indian origin perform markedly less well than their fellows, although they are doing slightly better now than they were in the late 1970s. By contrast, most children of Asian origin do as well as white children. According to the report, the low achievement by West Indians is not the result of any one factor. It is not the result of low intelligence, nor is it the fault of teachers.

About half of the low achievement could be attributed to the low socio-economic status of West Indians. The rest could be explained by the alleged inadequacy of the West Indian family structure or ethos and a range of alleged faults in the schools.

The Committee recommends that all children should be educated to live in a multiracial society. Schools, whether multiracial or all white, should formally examine what they are doing to change attitudes through what is taught. The Secretary of State for Education should use his powers to fund curriculum change. The Department of Education and Science should collect statistics about ethnic minority children to improve the state of knowledge.

The report emphasises that ethnic minority children in need of English language teaching should be taught in the school and not removed to a special centre. The teaching of the children's mother tongue should be encouraged but could not be provided universally by State schools, other than as a part of modern language teaching.

The report calls for a "non-denominational and undogmatic" approach to religious education and asks the government to examine the 1944 Education Act, which requires a daily act of collective worship.

The Committee is not in favour of separate schools for ethnic minorities. It says: "We do not believe that a situation in which groups of children are taught exclusively by teachers of the same ethnic group is desirable from the point of view of the children, the minority community or society as a whole."

In a statement following the publication of the report, Sir Keith Joseph, Secretary of State for Education, said that action would be taken on three fronts:

- to improve standards in schools for all pupils;

- to tackle the obstacles that prevent ethnic minority pupils having the same opportunities as others;

- to make sure that schools preserve and transmit national values in a way which accepts Britain's ethnic diversity and promotes tolerance and racial harmony.

The Times, 15/III/1985;
Education, 15/III/1985;
Department of Education and Science press notice, 14/III/1985
(News-letter/Faits Nouveaux 1/85)

EUDISED descriptors: achievement; cultural heritage; cultural integration; ethnic minority; underachievement; United Kingdom

SECONDARY SCHOOL ORGANISATION AND PUPIL PROGRESS IN NORTHERN IRELAND

A fourth and final report on the 1975 cohort ("Secondary School Organisation and Pupil Progress") has been published by the Northern Ireland Council for Educational Research (NICER). The Council initiated the 1975 cohort study to take account of the effect on pupils' secondary education of different forms of school organisation. In September 1975, when the cohort transferred to secondary education, it consisted of some 3,000 pupils who represented the intakes to grammar, secondary, junior high and comprehensive schools, grouped in three school systems (bipartite, two-tier and comprehensive).

Some 70% of fathers of grammar school pupils were in non-manual occupations as against 30% of fathers of secondary pupils, 30% of fathers of junior high school pupils and 34% of fathers of comprehensive school pupils.

Whil the cohort's evidence indicated that Protestant pupils, relative to their earlier promise, were ahead of Catholic pupils at 16, and that Catholic pupils, relative to their performance at 16, were ahead at 18, the major difference was that of sex rather than of religious affiliation. Thus, the girls, irrespective of religious affiliation, were superior to boys in ability and progress in the first year of secondary education. More girls, and in particular Catholic girls, stayed on in full-time education after 16.

As regards the effect of selection on the cohort's progress, the report stresses three points. The first point is that it is selection that is important, more so than the form of selection. Secondly, selection made most impact when the system was itself structured on selective lines. The third point is that selection had made its major impact on the cohort's progress by age 16.

Some 44% of grammar school pupils, 1% of secondary school pupils, 10% of the two-tier system pupils and 10% of comprehensive school pupils in the cohort proceeded to higher education. The A-level results of those pupils who entered higher education in Great Britain were superior to the A-level results of those who entered higher education in Northern Ireland. The cumulative effect of selective status and social class on staying on at age 18 and entry to higher education was greater than that of the school system, the pupil's sex or co-educational versus single sex schooling.

Wilson, J.A. Secondary school organisation and pupil progress. Belfast: NICER, 1985;
NICER Bulletin, January 1985;
(News-letter/Faits Nouveaux 1/85)

EUDISED descriptors: achievement; achievement measurement; pupil; religious affiliation; secondary education; selection; sex difference; upper secondary; United Kingdom

TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE

The Technical and Vocational Education Initiative (TVEI) was launched in November 1982. The intention was to establish a small number of pilot projects for the 14-18 age range which aimed to produce a new type of four-year course that had a distinctive technical and vocational bias. In September 1983, over 4,000 pupils in 14 local education authorities (LEA) followed over 500 "new" courses. In September 1984 there were a further 12,000 pupils.

Pupil participation in the scheme is voluntary, open to all abilities and to boys and girls equally. Each scheme includes work experience, regular assessment and counselling, courses of technical and vocational subject elements which relate to potential local employment opportunities, access to nationally recognised qualifications, and a final record of achievement. Seventy per cent of the pupil's time-table consists of general education, and technical/ vocational studies comprise 30%. Some LEAs have based their approach on an emphasis on high technology (control and modular technology, electronics, robotics, information technology, microprocessor contros, etc.). Others have used broad occupational groups to identify vocational areas (community care, food industries, transport services, retail and distribution, etc.). Each project is different, but there are some aspects which are common to all:

- pupil profiles;

- negotiation - pupils are able to choose areas of interest, modify their individual course, control their own learning;

- experimental learning - TVEI courses emphasise learning by doing, real problems to solve, work experience, community service;

- modules - programmes have been broken down into units of content and skills with assessment of what has been learned at the end of each unit.

AMMA Report no. 15; Comprehensive Education no. 48;
(News-letter/Faits Nouveaux 1/85)

EUDISED descriptors: innovation; secondary education; technical education; vocational education; work experience; United Kingdom

MICROCOMPUTERS IN SECONDARY SCHOOLS

A postal survey was conducted in spring/summer 1984 in secondary schools in England, Wales and Northern Ireland to investigate the use of microcomputers.

According to the survey, almost all schools (98%) have a microcomputer. The average number of machines for all schools equipped was 8.7 per school. A few schools (14%) have TV sets with teletext and fewer have access to Prestel or a teletext adaptor for receiving telesoftware (less than 6% in each case). Almost all schools (91%) had printers and just over half (53%) had high resolution graphics. A quarter (24%) of schools had some network within the school, but only a small number (13%) had access to an external network. Over half of all schools (60%) indicated that they intended to phase out cassette players in favour of disc drives. Computer clubs exist in 82% of all schools sampled, while almost two-thirds (65%) have developed courses around their micros, in the main for

computer awareness and appreciation. A large majority of schools (89%) said that micros were available for use by all departments. Science and maths departments were the heaviest micro users in the sample. Almost two-thirds of schools sampled (65%) had a member of staff with responsibility for "comupting across the curriculum". Usually the teacher was male in the ratio 3.5:1, men to women. Mathematics teachers were the most likely to have taken induction courses. In just under two-thirds of schools, staff who had attended training courses subsequently trained other colleagues in their schools.

Department of Education and Science press notice,
23/I/1985
(News-letter/Faits Nouveaux 1/85)

EUDISED descriptors: computer; educational technology; secondary school; survey; teaching aids; United Kingdom

BELFAST PRIMARY PRINCIPALS - RESPONSIBILITIES, PROBLEMS AND NEEDS

The Northern Ireland Council for Educational Research has published the results of a survey of primary school principals in Belfast. A questionnaire was circulated to all principals of Belfast primary schools at the end of November 1983. Analysis of the returns was begun at Easter 1984, when 72 questionnaires were to hand. The principals who returned questionnaires were reasonably representative of all Belfast principals.

Though principals were largely influenced by how they actually spent their time, it was evident that they wished to change the pattern of their work. Given a free choice, principals of large schools (223 or more pupils) would substantially reduce the time spent on administration, while small-school principals would give up much of their classroom teaching. These two activities would instead occupy some 30%-40% of the week, the "extra" time being given to other commitments.

If principals were to be freed from some of their administrative and teaching duties, over half of this time would be shared between developing the curriculum and encouraging other teachers to further their own skills. Much less of the "extra" time would be given to each of a principal's other commitments - pastoral concerns, the principal's own development, and liaison with homes, other schools and the community. Under ideal circumstances, the task on which principals placed most emphasis, the development of curriculum, would occupy about 15% of their time.

It transpired that administrative duties (where principals wanted to be free of excess work) and curriculum development (where a substantial increase was sought) were the main sources of concern. Administration was seen as time consuming, it hindered more important tasks, and its problems were aggravated by lack of secretarial support. Curriculum development, on the other hand, was considered to suffer from an absence of clear, practical guidelines which would meet the special needs of each school.

There were stong pleas for more teachers and more ancillary staff. Even though some schools already enjoyed large numbers of "extra" teachers, principals wanted to raise the level of contact with children still further. They also wanted specialists in subjects such as music and art. There were other requests

for office help, for people to take responsibility for children at lunch- and break-times, and for specialists such as technicians and librarians to ensure that a school's resources were being used to the full.

On social issues, it was the principals of the smaller schools who were most worried. They were encountering too many children of limited ability, poor home conditions, social change and neighbourhood unrest, and emotional and behavioural problems among the children. It is all to easy to see a "cycle of disadvantage" in which the smaller schools had become the less-favoured schools, as the movement of "better" families away from certain neighbourhoods gained momentum.

NICER. Belfast primary principals - their responsibilities, problems and needs in 1983-1984. Report No. 4, February 1985 (News-letter/Faits Nouveaux 2/85)

EUDISED descriptors: administration; demand for teachers; deprived; headteacher; primary school; role; working conditions; United Kingdom

NEW INFORMATION TECHNOLOGY IN SCOTLAND

We reproduce below extracts from the speech of Allan Stewart, Minister for Industry and Education at the Scottish Office, at the Standing Conference of European Ministers of Education (Brussels, 7-9 May 1985).

"A good deal of my energy as Minister for Industry goes into the encouragement of new, technology-based industries in my country. This brings in its train the need for a well-educated, well-trained, well-qualified workforce and, as Minister for Education, I can take steps to achieve just that. To supply a specialist vocational training related to employment in these industries would be relatively simple, but the new technologies are pervading every aspect of commercial, industrial, educational and domestic life.

Planning is essential therefore to cope with the impact of New Information Technology, and in Scotland we have a clearly defined strategy for the introduction of microelectronics into education. We have a National Advisory Body which spans primary, secondary, further and higher education. It aims to give guidance on hardware, software, teacher training, maintenance, the effect on buildings, the effect on the curriculum, information dissemination and research and development.

New Information Technology should not just be a specialist subject in the curriculum under the title of Computer Studies of Informatics, but the advantages which it brings should be used in every area of the curriculum where it can improve the teaching and learning process. Every pupil leaving school should have a general awareness and some 'hands-on' experience of computers, etc., they will have seen the technology used to good advantage in the teaching and learning process, some will have studied the subject more closely as part of their chosen curriculum, and others will go on to more detailed study and qualification in centres of further and higher education. Some of this study will be academic, some vocational and from this group will come the developers of the new technology of the future. The education and training of teaching staff will parallel this. Most will have familiarisation courses, but some will become qualified specialists.

The development of Information Technology Centres has been particularly encouraging. At these, unemployed young people on our Youth Training Scheme receive 12 months' training and 'hands-on' experience in such areas as electronics, word processing, computing and digital techniques. There are 21 Centres fully operational in Scotland, and three more are planned. In total these will provide some 760 places. The indications are that a high proportion of youngsters leaving the Centres are finding employment. Increasingly, these Centres will offer their training services to a wider clientele than Youth Training Scheme trainees, and this is a trend which the government is encouraging. The Centres are also beginning to assist directly and indirectly in the development and production of commercially viable new technology services and products.

Quite apart from the injection of income thus provided, this means that the trainees gain experience of business approaches and skills. Furthermore, mutually beneficial links are forged with local industries, and they in turn are represented on the management of the Centres, alongside local authorities and other public sector bodies. Though in their relative infancy, the Information Technology Centres are demonstrating their potential as an important mechanism for providing foundation training for the electronic and technological world which now surrounds us so completely.

There is tremendous scope in the field of New Information Technology for international co-operation and exchange. My experience is that there is ample goodwill and willingness to exchange ideas and advice: all that is needed is the framework and the leadership. That is something this Conference of Ministers can provide. Some likely areas include: information exchange networks; standardisation of databases; international presentation and documentation standards for educational software; common operating systems for educational computers; exchange of software; agreements on copyright law; research on the building implications of new technologies."

Scottish Office news release, 8/V/1985
(News-letter/Faits Nouveaux 2/85)

EUDISED descriptors: computer; international cooperation; technical education; technology; technological change; training programme; work experience; youth unemployment; United Kingdom

THE DEVELOPMENT OF HIGHER EDUCATION

The Green Paper The Development of Higher Education into the 1990s, published in May 1985, reaffirms the view of the aims and purposes of higher education defined in the Robbins Report in 1963, namely that courses of higher education should be available for all those who are qualified by ability and attainment to pursue them and who wish to do so. It states that it is vital for higher education to contribute more effectively to the improvement of the performance of the economy. It emphasises the need for higher education to become more responsive to changing industrial and commercial circumstances, and it points out the importance of close links between higher education on the one hand and business, the professions and the public services on the other.

The fact that the government believes that it is vital for higher education to contribute more effectively to the improvement of the performance of the

economy does not mean that the government "places a low value on the general cultural benefits of education and research. Nor does it place a low value on the study of the humanities which, provided that high academic standards are applied, enriches the lives of students, helps to set the moral and social framework of our society, and prepares students well for many types of employment. The reason is simply that, unless the country's economic performance improves, we shall be even less able than now to afford many of the things that we most value - including education for pleasure and general culture and the financing of scholarship and research as an end in itself."

The Green Paper goes on to say the government "is particularly concerned by the evidence that the societies of our competitors are producing, and plan in the future to produce, more qualified scientists, engineers, technologists and technicians than the United Kingdom. A thriving economy needs these skills both to develop the talents of entrepreneurs and to support their achievements: if the present trends continue, the result seems likely to be a further fall in our relative standard of living and our ability to sustain our cultural heritage."

There would, however, according to the Green Paper, "be no point in continuing to provide more places in science and technology in higher education unless enough students of suitable quality were coming forward to fill them. Increasing the supply of such students will require action to improve the quality and amount of science and mathematics in schools as well as action by employers to convince pupils and students that scientific and technological qualifications will increase their chances of a rewarding career... Employers can help in a number of ways - for example by forging links with particular schools. One method that is likely to be particularly effective is the sponsorship of able students at universities and polytechnics. Reform of the system of student support from public funds could also increase the incentive for students to consider more carefully their choice of degree subjects."

As well as considering the link between higher education and the economy, the Green Paper looks at the following topics: access to higher education, education throughout life, research and postgraduate education, patterns of provision and academic standards, institutions and their management, the structure and national planning of higher education, finance and planning for the longer term.

Department of Education and Science press notice, 21/V/1985
(News-letter/Faits Nouveaux 2/85)

EUDISED descriptors: economic development; financial resources; higher education; quality of education; science education; technological change; technology; United Kingdom

BETTER SCHOOLS

In the White Paper Better Schools, published in March 1985, the government says that it aims to raise standards at all levels of ability and to secure the best possible return from the resources which are invested in education.

"The government will:

- take the lead in promoting national agreement about the purposes and the content of the curriculum;

- encourage schools to do more to fulfil the vital funciton of preparing all young people for work;

- complete the reform of the public examinations taken at age 16 in the interest of the curriculum and standards;

- introduce a new examination, the AS level, to broaden the programme of students on A-level courses (age 16 plus);

- work towards a national system of records of achievement;

- make the in-service training of teachers more effective through new financial arrangements;

- give school governing bodies a more balanced membership, and improve the distribution of functions of governors, local education authorities and heads in regard to their schools;

- propose new guidelines on the minimum size of schools;

- take steps to reduce under-achievement, including that found among ethnic minority pupils;

- tackle truancy through improvements in the work and training of education welfare officers."

With regard to the present situation the Green Paper points out that there is much to admire in schools. "Over the last 30 years the school system has expanded and adapted. There have been marked improvements in both primary and secondary education. Many schools cope well, some very well, with their increasingly exacting task. But a number of weaknesses, some of them serious, are found in others. The govenment believes that the standards now generally attained by our pupils are neither as good as they can be, nor as good as they need to be for the world of the 21st century. School education should do much more to promote enterprise and adaptability and to fit young people for working life in a technological age. If the high standards achieved by pupils of all abilities in some schools could be achieved in all schools in similar circumstances, the quality of school education would rise dramatically.

In the best primary and middle schools pupils achieve very high standards of competence and consolidate their positive personal qualities through a broad curriculum. But only in a minority of schools is the best practice of individual teachers adopted throughout the school. In about three-quarters of schools the curriculum is not well planned or effectively put into practice. In a majority of primary and middle schools there is over-concentration on practising basic skills in literacy and numeracy without relating them to real situations. Many children are still given too little opportunity for work

in the scientific, practical and aesthetic areas. In about half of all classes much work is too closely directed by the teacher, and there is little chance of oral discussion or setting and solving practical problems. Many teachers do not expect enough of their pupils: in most classes able pupils are insufficiently stretched, and the weaknesses of the less able are not tackled appropriately.

By the end of the primary phase many pupils have achieved only a shaky foundation for some of their subsequent work, partly because teachers do not always insist that pupils should adequately understand the essentials and partly because they underestimate the pupils' potential.

The best secondary schools provide a broad curriculum in which pupils of all abilities reach high standards. They turn out young people with self-confidence, self-respect and respect for others, who are enterprising, adaptable and eager and well equipped to face the adult world. But in most secondary schools agreed curricular policies appear to have little influence on the whole school. Many departments fail to put into practice their own and the school's declared aims and objectives.

In a large minority of cases, teachers' expectations of what pupils could achieve are clouded by inadequate knowledge and understanding of each pupil's aptitudes and difficulties; teaching is frequently directed at the middle level of ability so that the most able pupils are understretched and the least able cannot cope. In virtually all secondary schools and departments there is often excessive direction by the teacher, and pupils have few opportunities to learn for themselves. In about one-fifth of secondary schools there is a serious problem of teachers having to teach a subject outside their competence."

Better Schools. London: HMSO, 1985
(News-letter/Faits Nouveaux 2/85)

EUDISED descriptors: achievement; curriculum; educational policy; government policy; primary school; quality of education; secondary school; teaching quality; underachievement; United Kingdom

PERFORMANCE OF 15-YEAR-OLDS IN SCIENCE

A report ("Science at Age 15") of the Assessment of Performance Unit (APU) at the Department of Education and Science, published in June 1985, says that the majority of 15-year-olds possess basic science skills, but that these often may be inadequate to meet the demands which frequently occur in the science curriculum.

The report says that most 15-year-olds can translate a practical problem into relevant activity and set up the conditions necessary to provide a solution and write an account of what they did. However, most are unable to interpret data with experimental errors or with more than two variables. In addition, a substantial number do not reach the required solution to a problem through failure to devise an appropriate measurement strategy.

The report looks at how 15-year-olds in all types of school and from all curriculum backgrounds perform in aspects of science. It presents some of the main findings of the APU age 15 science survey carried out from 1980 to 1984 and suggests some implications for discussion by teachers, teacher trainers and examiners.

Department of Education and Science News, 5/VI/85
(News-letter/Faits Nouveaux 2/85)

EUDISED descriptors: achievement; lower secondary; science education; survey; United Kingdom

HOMEWORK

At the beginning of April 1985 Education Secretary Sir Keith Joseph issued a discussion paper on school homework. According to the paper, the types of homework most frequently encountered in primary schools by Her Majesty's Inspectors are:

- sums, tables or spellings;
- "informal assignments" in connection with topic work, when children engage their parents in helping to find relevant information;
- reading library books, both fiction and non-fiction for pleasure or in connection with school work;
- specific schemes of parental involvement in helping their children to read.

In the secondary phase there are marked differences of practice. Types of homework include:

- following up, consolidating or finishing off work begun in class;
- activities calling for synthesis and/or application of what has been dealt with in class or which prompt pupil-generated tasks (eg exploration in libraries);
- reading, both fiction and non-fiction;
- learning for a test (eg foreign language vocabulary or "facts" in history and geography);
- preparing for a next day's lesson;
- exercises (expecially common in mathematics).

The paper says: "The question of homework is inextricably linked with questions of curricular policy and practice... Schools usually have a range of objectives, not always explicitly stated, in setting homework." A provisonal list of chief objectives is suggested:

- to encourage pupils to develop the practice of independent study;
- to develop perseverance and self-discipline;

- to allow practice, where it is needed, of skills learned in the classroom;

- to permit more ground to be covered and more rapid progress to be made;

- to enable class work to concentrate on those activities requiring the teacher's presence;

- to open up areas of study and to make possible the use of materials and sources of information that are not accessible in the classroom;

- to involve parents (and other adults) in pupils' work.

The paper discusses four problem areas connected with homework: the call it makes on the pupil's free time; the possibility of it demotivating rather than encouraging pupils; the nature of the home environment in which homework is done and parental attitudes to it; the demands on resources which it makes.

Department of Education and Science press notice,
3/IV/1985
(News-letter/Faits Nouveaux 2/85)

EUDISED descriptors: homework; primary school; secondary school; United Kingdom

DISPUTE OVER CONDITIONS OF SERVICE OF TEACHERS IN SCOTLAND

For more than 12 months education in Scotland has been affected by a particularly bitter dispute opposing teachers and the government over pay and conditions of service. In August 1984, the Teachers' Side of the Scottish Joint Negotiating Committee (SJNC) for Teaching Staff in School Education approached the Secretary of State for Scotland to ask for an independent pay review. They claimed that their salaries had been eroded in recent years, and that at the same time their work load had substantially increased. The teachers' employers (as represented by the Management Side of the SJNC) supported their case but stated that they were unable to provide teachers with an adequate salary increase because of the Secretary of State's constraints on their spending.

In December 1984, the Secretary of State announced, in answer to a parliamentary question in the House of Commons, and in a letter to the Teachers' Side of the SJNC that he was not prepared to grant an independent pay review. A review which covered pay but not conditions of service would be very one-sided. Since then, in order to press their claim, the teachers have resorted to strike action and to a campaign of disruption to curriculum developments.

Addressing the annual conference of the Headteachers' Association of Scotland on 25 September 1985, Mr Allan Stewart, Minister for Industry and Education at the Scottish Office, had the following to say. "It is said that the teacher's job is changing, and so it is. It has indeed been changing continuously for a long time. A decade or so ago it was reorganisation and raising the leaving age; today it is curriculum development, new examinations, new disciplinary methods. Those who gave evidence to Houghton (1) spoke of new

(1) The Houghton Committee reported in 1974 on the salary structure of teachers with particular attention being paid to the level of salaries paid in comparable professions. The report led to a major increase in teachers' pay.

trends in teaching methods, more preparation and harder work during classes, increasing administrative work, increasing pastoral work, increasing involvement of parents. The catalogue today is not much different. Some of the changes have come from government initiatives of various kinds. Some have developed from initiatives arising within the profession. As I have consistently said, since before this dispute ever arose, change is never easy. The mere process of change means harder work while it is going on and, by and large, change carries costs as well as advantages.

We cannot stop the clock, much less turn it back and, in fact, I do not believe that most teachers really want to do so. The young teacher of 10 or 20 years ago knew that he or she was entering a profession which would be in increasing demand as school rolls grew, and in a time of expansion looked forward to new developments, new challenges and therefore new opportunities to shine and get promoted. So there built up a climate of expectation of growth. But those same teachers now are not quite so young; school rolls fall and with that the promotion opportunities dwindle. Expectations are disappointed - and yet the engine of change seems to roll remorselessly on.

So it is little wonder if many experienced, skilled classroom teachers now realise that they have taken on a great deal of work but with little prospect of further advancement. And when a teacher gets to the top of his scale and finds himself stuck there, naturally he begins to feel locked in, overworked and underpaid.

The situation presents a serious problem equally to the teachers themselves and their representative bodies on the one side, and to their employers and the government on the other. I see no hope of solving it until both sides can get together and start working co-operatively and constructively at a solution. Of course, that is not easy. There are genuine conflicts of interest, but we must get down to talking to each other and see how each side can begin to accommodate the other ...

The solution most favoured, certainly by the Teachers' Associations, is I fear no solution. It is no solution simply to throw large sums of money at the problem. Other governments have tried that before, and it has not worked. It buys short-term satisfaction and peace for a while, but if you do it for one group it is no time before every other group - in particular other local authority employees, social workers and the like - is queuing up for the same kind of treatment. And as each applicant comes to the head of the queue he invokes, with perfect logic, comparability. The trouble is that the sum total of all these apparently justified demands is bankruptcy. The government is not unwilling to spend money (or, to put the matter more accurately, to commit the taxpayer and ratepayers to spending money), but we are most certainly not willing to do so indiscriminately ..."

The teacher dispute also affects England and Wales, but it is in Scotland that it has been the most bitter.

Scottish Office news release, 1160/85 and 1198/85

EUDISED descriptors: conflict; labour relations; salary; strike; teacher; working conditions; United Kingdom

FURTHER EDUCATION FOR 16-19 YEAR OLDS IN NORTHERN IRELAND

In September 1981 the Northern Ireland Council for Education Research (NICER) embarked on a study of full-time education for 15-19 year-olds and, since that study had raised a number of issues concerning part-time courses, the Council expressed interest in a further study of part-time provision for this age group. As part of its interest in promoting research in education and training, the Northern Ireland Panel of the Social Science Research Council (now the Economic and Social Research Council) agreed to support, as a joint venture with NICER, a study of part-time vocational courses in further education for employed students. Planning of the study began in May 1982, and its fieldwork was conducted between September 1982 and July 1983.

It was found that employers wanted further education to be an integral part of the overall training of an employee. In the words of one employer, they wanted results in terms of a "perceptible increase in the efficiency of that employee to do the tasks allotted to him". They wanted the content of the course to have a direct bearing on the employee's job. Although some employers emphasised the career development of the individual, the needs of the company were paramount. They viewed the dealings between themselves and the colleges as a business transaction. In business, if a supplier fails to deliver the goods, the purchaser will transfer his custom to another supplier. The colleges were therefore seen as having a continuing role to play, provided the standard of instruction was high and the relevance of the content was clear and unequivocal.

In a number of firms the long established view of the further education college as teaching the theoretical to back up the practical was still very much the reason for sending students on day release. College staff on the whole defended the day release courses which were being offered, although a small number criticised them, suggesting that the content was outmoded. The main claim for the courses was that they gave the employees a greater breadth of experience than would be possible at their work place. This broader training was seen as totally valid, since the college courses were designed not to replicate work but to complement. In all types of course the emphasis was on the need to learn the theory behind the practical - the "why" behind the "how".

Further education college staff were equally divided in their opinion that the calibre of students within day release courses had improved or that it had not. However, there was general agreement that students' motivation was high. Staff felt that the experience of employment matured the students, and this was reflected in a positive approach towards study.

According to a report issued by the Department of Education Inspectorate ("Effects of expenditure policies on the education system of Northern Ireland"), the 26 further education colleges have coped reasonably well in the past two years against a background of shrinking finances, changing policy and shifting student demand. The report warns, however, that any further reductions in finance could seriously impair the colleges' ability to cater for the needs of their localities. While the levels and distribution of courses throughout Northern Ireland have remained steady over the past two years, fresh problems are being created by new patterns of student demand. In some colleges changing openings in the career field have given rise to a current over-provision of engineering courses. By contrast, all Belfast colleges and seven elsewhere have been unable to cope with demand for science and mathematics, and six colleges have been at a loss to provide enough part-time construction courses.

The report found too many colleges to be increasingly dependent on part-time staff or on additional hours being worked by full-time permanent staff. Only nine colleges were less dependent on part-time staff or additional teaching duties for full-time staff than they were two years ago.

McCartney J.R. et al. Study while you work: vocational courses in further education for 16-19 year-old employees. Belfast: NICER, 1985
ISBN 0 903478 31 5; Education, 20/X/1985 (News-letter/Faits Nouveaux 3/85)

EUDISED descriptors: day release; part-time course; post-secondary education; vocational education; young worker; youth; United Kingdom

EDUCATION AND INDUSTRY

In October1985, Education Secretary Sir Keith Joseph announced plans for 16 universities, eight polytechnics and the Cranfield Institute of Technology to receive a total of £28.3m over the next two and a half years to increase Britain's supply of graduate engineers and technologists. It is the second phase of the major Engineering and Technology Programme, announced in March 1985. Overall, it will cost £43m over three years and is expected to provide about 5,000 extra places in engineering and technology subjects in higher education by the end of the decade.

The industrial relevance of the courses, as well as high academic quality and cost effectiveness, have been important criteria in compiling the programme. Sir Keith said: "Industry has made clear its wish to benefit from more engineering and technology graduates. The government's response through this programme has been substantial and rapid. We now look to industry to demonstrate the value it attaches to the programme by offering concrete support in various ways to the institutions included in the programme and by offering potential students a thoroughly stimulating and worthwhile career."

In July, the Further Education Act 1985 received Royal Assent. It makes it lawful for polytechnics and local authority colleges to sell on a fully commercial basis the by-products of their research and teaching. Junior Education Minister Peter Brooks explained that the underlying objective of the Act is "to release the innovative talent, which we believe exists abundantly in polytechnics and colleges throughout the land, so as to bring rewards - financial and otherwise - to local education authorities and their institutions, to the innovators themselves, to their partners in industry and the nation as a whole." The government hopes that the Act will enable existing links between further education and industry to be strengthened, facilitating the transfer of technological innovations from the laboratory bench to the market place, fostering entrepreneurial attitudes among further education staff and opening up opportunities for financial benefit to them and their institutions.

Also in July, a new scheme was launched to provide consultancy, advice and training services for Midlands firms trading abroad. It harnesses the resources of five Midlands colleges, Aston University and the British Overseas Trade Board to provide firms with a new approach to training in foreign languages, laws and customs. The scheme is part of a national programme of Local Collaborative Projects bringing together further and higher education

and employers, and funded jointly by the Department of Education and Science's PICKUP (Professional, Industrial and Commercial Updating Programme) and the Manpower Services Commission.

In September, Sir Keith Joseph said that a much more comprehensive and consistent pattern of school/industry links was needed throughout the country. According to Sir Keith, improved industry/education links would make sense for all:

- for employers, who want the young people who join them to have the right skills and attitudes;

- for young people, who want to be properly prepared for adult life and in particular to be equipped to get and succeed in a job;

- for the country, which wants industry and commerce to prosper;

- for the education service, which wants resources and thus needs to show that it puts tax and ratepayers' money to good use.

Sir Keith said that the Department of Education and Science would be backing "Industry Year" (1986) with a variety of activities planned around several times.

Department of Education and Science News, 185/85, 201/85, 238/85, 249/85;
(News-letter/Faits Nouveaux 3/85)

EUDISED descriptors: employer; engineer; higher education; industry; post-secondary education; school; school-community relation; technology; technology transfer; training; transition from school to work; United Kingdom

AIDS VIRUS

Education junior Minister Bob Dunn met representatives of the Haemophilia Society in October 1985 to discuss the implications for schools of the presence of children known to have been infected with the HTLV-III (AIDS) virus. Mr. Dunn said that none of the children in question had developed symptons of AIDS (Acquired Immune Deficiency Syndrome), but that they had given a positive reaction to tests for the presence in their blood of the antibodies to the virus which might lead to AIDS.

Mr. Dunn explained: "The evidence is that infection with this virus takes place through sexual intercourse, from blood during injections with infected needles and other equipment and from treatment with infected blood products. There is no evidence of transmission through tears or saliva, or that the infection can be passed on by airborne droplets resulting from coughing or sneezing, or by sharing washing, eating and drinking utensils or toilet facilities. Research has shown that intimate contact with haemophiliac children in a family setting has not led to infection spreading to other members of the family. All evidence to date is that haemophiliac children whose blood contains antibodies to HTLV-III are not a risk to other children, or to teachers or staff at schools."

Mr. Dunn went on to say that any local education authority which needed advice on the care and management of a child with antibodies to the virus might approach the local haemophilia centre through the local district health authority. He pointed out that such medical information is properly regarded as confidential to the child, his parents and their medical advisers, but it should be available to the head teacher who is responsible for the children and the management of the school.

Department of Education and Science News, 247/85
(News-letter/Faits Nouveaux 3/85)

EUDISED descriptors: disease; haemophilia; health; health policy; infectious disease; United Kingdom

NATIONAL SURVEY OF FOREIGN LANGUAGE PERFORMANCE AT AGE 13

Around half of 13-year-olds studying French, German or Spanish can understand the gist of two or three sentences written in one of those languages. They can also make themselves understood in basic speech and can convey simple messages about themselves in writing. Only about one third of those who begin a foreign language course complete more than three years' study. At the age of 13, few can speak fluently and grammatically or produce coherent and accurate writing of any length. These are among the findings of a survey commissioned by the Assessment of Performance Unit of the Department of Education and Science from the National Foundation for Educational Research.

The report, "Foreign language performance in schools: report on the 1983 survey of French, Spanish and German", results from the first nationally applied tests in foreign languages to be applied to pupils of all abilities.

The report includes:

- information on pupils' attitudes to foreign languages;

- examples of pupil performance in reading, writing, speaking and listening;

- reference to the linguistic forms used by pupils in speech and in writing;

- information on schools' provision for foreign languages.

According to the report, girls perform better on average than boys especially in reading and writing, though the gap is narrower in French than in German and Spanish. Tests of listening and reading comprehension involving longer texts have shown levels of understanding not often expected of pupils. In speaking, many children are apparently inhibited by preoccupation with correctness or do not seem to recognise the value of improvisation. The report suggests that a major factor influencing success in effective communication in most tasks is a good vocabulary rather than recognition of grammatical features. The findings of the survey indicate that teachers have tended to stress the learning of nouns at the expense of the use of verbs, although knowledge of verbs and other parts of speech may be crucial to the performance

of even simple tasks. The exclusive use of over-simplified teaching materials may not provide the best opportunities for encouraging the pupil's confident application of listening and reading skills.

Department of Education and Science News, 152/85;
(News-letter/Faits Nouveaux 3/85)

EUDISED descriptors: achievement measurement; foreign languages; lower secondary; performance; survey; United Kingdom

COMPUTERS IN NORTHERN IRELAND'S POST-PRIMARY SCHOOLS

A project, initiated by the Northern Ireland Council for Educational Research at the request of a panel of mathematicians, examined the use of microcomputers in the post-primary schools of Northern Ireland. As well as establishing the extent of computer use in mathematics departments, the project sought details of the type of teaching involved and an indication of factors which encouraged and discouraged teachers as regards employing computers in their teaching.

Provision of microcomputers

Although some schools reported having obtained microcomputers in 1980 and before, their arrival in most schools can be traced back no further than 1981. The average number of machines has increased steadily over the years to the point when the survey was carried out in October 1984. At that time, the average number of computers in each post-primary school was 6.2. There was, however, considerable disparity between schools in the number of machines, ranging between one and 22. Variation in provision was observed across several dimensions. For instance, selective post-primary schools had on average 7.5 microcomputers compared with 6.5 machines in non-selective schools. In general, the larger the school the more microcomputers it possessed. The geographical location of schools produced further differences in resource levels. Averages ranged from over seven machines for schools in the Belfast area to four machines per school in the southern region.

The most commonly found computers were the BBC Model B and the RML 380Z. This is not surprising as both macnines were sponsored under the Department of Trade and Industry's "Micros in Schools" initiative which began in 1981. This scheme, through matched funding with either local education authorities or schools themselves, was largely responsible for the introduction of microcomputers into schools.

The evidence suggested that many schools have adopted a strategy whereby their computing resources are kept in a central location which can be booked by teachers for use with their classes. Over 70% of all computers were held in computer rooms, and over half the schools which had such rooms stated that they had been specially fitted for computer use. In 14% of schools network systems, which allow several machines to share common resources such as memory and output devices, had been fitted in the computer rooms.

Use of microcomputers

The most common use of computers was in computer studies which can now be taken to examination level by pupils in most schools. In addition to introducing computers and their applications, these courses also involved some programming. Another type of course frequently given under the umbrella of computer studies was one in computer awareness. These were typically less formal, non-examination courses in which pupils were introduced to the uses of computers in everyday life. Although 23 different subject areas were listed as using microcomputers, it is clear that computer use was concentrated in a few subjects, typically computer studies, mathematics, sciences, history, geography and commercial studies.

In terms of using computers to help enhance the learning of "traditional" subjects on the curriculum, the subject mentioned most often by school principals was mathematics. However, within mathematics departments, the use of computers to help teach mathematics was not widespread. Even in those departments which used computers, fewer than a quarter of teachers were reported as using computers more than rarely.

The factors which discouraged computer use among mathematics teachers were found to be predominantly practical. While only 7% of respondents stated that teachers needed to be convinced of the usefulness of computers in the classroom, the majority of departmental heads placed such practicalities as the provision of adequate hardware for class use, the limited availability of good software and lack of training on the applications of microcomputers in the mathematics classroom at the top of their list of discouragements. Even in schools with larger numbers of computers based in dedicated computer rooms, most teachers reported that there were usually between three and five pupils per computer. While they felt that discussion and interaction between pupils about the mathematical ideas involved in some of the programs were valuable, teachers suggested that, ideally, no more than two pupils should have to share each machine. It was found that teachers felt that current software was deficient in several respects, for instance in its relevance to the syllabus, its educational value and its reliability. Just over half of the software items listed by department heads were rated as being "of limited use". However, it was also found that many teachers were not fully aware of what software was available.

Despite the many practical problems facing mathematics teachers, useful and enthusiastic use of microcomputers was taking place in at least some mathematics departments throughout the province. When asked what factors encouraged teachers to use mocrocomputers in mathematics, one of the most common reasons given was the increased motivation and interest of the pupils.

D'Arcy, John. Mathematics and the micro. Belfast: Northern Ireland Council for Educational Research, 1985 ISBN 0 903478 32 3 (News-letter/Faits Nouveaux 5/85)

EUDISED descriptors: computer; computer science; educational technology; mathematics; secondary school; teacher behaviour; teaching aids; United Kingdom

STUDENT NUMBERS AND EMPLOYMENT OF GRADUATES IN SCOTLAND

Projections published in November 1985 by the Scottish Education Department indicate a substantial reduction in the numbers of student entering higher education establishments between 1986 and the end of the century (Statistical Bulletin No 6/J1/1985). The projections are based on a number of assumptions about the proportion of young people staying on at school to obtain the necessary entry qualifications. Two projections - a high and low variant - are given, both of which point to a substantial decline in higher education entrants due to population changes.

The Bulletin highlights the fact that the 17-year-old age group which reached a peak in 1981/82 is expected to fall by 38% by 1994/95. Even though there are factors which suggest that the proportion of the age group who will seek places in higher education will increase, the fall in actual numbers is likely to be significant. Overall, the high variant projects that the number of young Scots entering higher education in the United Kingdom will fall by 24% from a peak of 17,800 in 1986/87 to a trough of 13,600 in 1995/96. On the low variant of the projections, the fall is 30%, from a peak of 17,400 in 1985/86 to 12,100 in 1995/96.

Taking into account the projected movements in young and mature entrants, the total number of full-time students (including postgraduates) in higher education in Scotland is projected to rise from 76,700 in 1983/84 to between 80,100 and 83,200 in 1987/88 and 1988/89. The total number of students is then projected to fall to between 62,000 and 69,600 in 1996/97.

Compared with the projections previously published by the Department in 1983, the latest projections make greater allowance for certain factors which are likely to moderate the drop in the numbers of young entrants - in particular, increased participation in higher education by those qualified, especially among women. The effect is that there is projected to be a smaller drop in entrants on the new projections compared with those previously published.

More than half of all graduates from Scottish universities in 1984 had obtained permanent employment by the end of the year. This was an increase of 4% on the 1983 figure. Thirty per cent of the 1984 graduates continued in full-time study. Of graduates remaining in Scotland 12% were unemployed, compared with 9% of all graduates from Scottish universities.

These facts are brought out in Statistical Bulletin 'First Destination of University First Degree Graduates', published in December 1985 by the Scottish Education Department. This also shows that between 1978 and 1984 the number of graduates from Scottish universities rose by 16% to 9,780, some 13% of the UK total.

Of the 9,780 students graduating from Scottish universities, 56% were men: a greater number of women than men, however, continued in full-time study, though more men than women gained permanent employment. In 1984, 81% of all Scottish

university graduates who stayed in the UK remained in Scotland. Forty-four per cent of science graduates were employed in public service or industry compared with 15% of arts graduates.

Scottish Office news release, 1471/85 & 1567/85
(News-letter/Faits Nouveaux 5/85)

EUDISED descriptors: employment; graduate; population trends; student; university; United Kingdom

ASSESSMENT OF TEACHERS AND PUPILS

When addressing in November 1985 a conference on the evaluation and appraisal of schools and teachers, Education Secretary Sir Keith Joseph said that he hoped that regular appraisal of teachers would be introduced voluntarily. "We have no national blueprint to impose. The government position is that teacher appraisal should largely be conducted at the level of the individual school by the teachers themselves. It would be done in accordance with general arrangements introduced and monitored by local education authorities in accordance with national guidelines worked out in consultation between teachers, employers and the Department of Education and Science."

Stressing that the proposed legislation on teacher appraisal was intended as "an enabling power", he said that circumstances would determine whether the power was used. One reason for seeking this power was that progress had been "painfully slow". Sir Keith said that he understood the concern that had been expressed about the proposed legislation. He also understood, and agreed with, the view that appraisal systems needed to be introduced in co-operation with those who were to be appraised. Sir Keith said, "Considerable effort has been made over a long period of time in pursuit of an agreement incorporating the introduction of systematic arrangements for appraisal. This effort has sadly not yet borne fruit. Just as sad, I think, is the unwillingness until now of the teacher unions to join in with the local authorities and the Department of Education and Science in the preparatory fieldwork which I am sure is necessary if we are to work out a mutually acceptable form of appraisal for teachers... But I have not given up hope of practical co-operation in this area, because I am more convinced than ever that appraisal would be a good thing both for standards in the education service and also for the professional development of teachers."

Speaking at the same conference, Eric Bolton, Senior Chief Inspector, said: "The key to developing patterns of assessment, evaluation, testing and appraisal that together act constructively to improve educational achievements, lies in reaching agreement nationally about the objectives of the curriculum 5 to 16; about the objectives of its various component parts; and about the broad standards expected to be achieved by pupils at different stages of their educational progress... If we do not know or agree about where we want to go, how can it be possible to measure whether we are getting there or not? In order to assess whether or not all schools provide, and all pupils receive, a broad, balanced adn relevant curriculum, there needs to be agreement about the shape and the content of such a curriculum. To judge whether or not the work

of schools and teachers is as effective as it should be, broadly agreed standards to be achieved by most and by some pupils are needed."

Department of Education and Science News, 12/XII/85;
The Times Educational Supplement, 22/XI/85
(News-letter/Faits Nouveaux 5/85)

EUDISED descriptors: aims of education; assessment; evaluation; pupil; teacher; teaching quality; United Kingdom

EDUCATION AND TRAINING FOR NEW TECHNOLOGIES

In its response to the House of Lords Select Committee on Science and Technology's report on Education and Training for New Technologies (1), the government emphasises its commitment to improving the supply of graduates and technicians in the new technologies and to securing a cultural shift towards an emphasis on science and technology.

The government endorses the Committee's view that the UK's international economic competitive ability depends on overcoming current obstacles to technological progress through improving and increasing the size of a suitable skilled workforce. It believes the emphasis of future policy should be on encouraging scientists and technologists of high quality, on underpinning such excellence by raising the technological literacy of the nation as a whole, and on continuous learning and updating.

While there is more to be done b government, says the response, employers in industry, commerce and the professions also have responsibility to offer good pay and job development prospects to attract able young people into technological careers. Employers should be committed to continued education and training so that their employees keep pace with rapid technological change. They should also give continuing support for universities, polytechnics and colleges to sustain a joint approach to the education, training and research upon which a thriving economy will increasingly depend.

It is pointed out that the government has "acted positively and consistently" to strengthen the focus on science and technology generally and on the new technologies in particular.

In recent years there have been the following initiatives in higher education:

- a three-year programme (1982-85) providing an extra 5,000 student places in electronic engineering and computer science, at higher diploma as well as degree level;

- recruitment of 950 able young researchers and teachers to university departments, mainly in the sciences, as part of a "new blood" scheme;

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(1) The Government Response to the Second Report of the House of Lords Select Committee on Science and Technology, 1984-85 Session: Education and Training for New Technologies. London: HMSO, 1985 (Cmnd 9653)

- provision for an extra 5,000 student places in first degree and masters courses, largely in areas directly relevant to the new technologies, through the Engineering and Technology Programme launched in March 1985;

- an increase, through advice to the University Grants Committee and the National Advisory Body for Public Sector Higher Education, in the proportion of science and technology students in their intakes;

- additional engineering and technology places in Scottish central institutions with the aim of increasing graduate output in these subjects by around one third by the end of the decade;

- a programme to create additional posts in biotechnology at 12 universities, creation of three polytechnic biotechnology centres, and funding of research and postgraduate training in this new technology of £3.5 million a year by the Biotechnology Directorate of the Science and Engineering Research Council.

In non-advanced further education the government has:

- created new arrangements whereby the Manpower Services Commission will assisst local education authorities in planning courses in areas relevant to the new technologies;

- expanded the Youth Training Scheme and is reviewing vocational qualifications in England and Wales;

- given financial support to help colleges to provide vocational students with an education which takes proper account of the industrial and commercial applications of information technology;

- reformed the non-advanced further education system in Scotland through the 16-plus Development Programme.

As regards schools, in the White Paper "Better Schools" the government set out the objective that, as part of a broad and balanced curriculum throughout the years of compulsory education, all pupils should be properly introduced to science in primary school and should continue to study a broad science programme until the age of 16. In the education support grants programme for 1986-87 £2.5 million has been earmarked for the teaching of science and technology as part of primary education.

Department of Education and Science News, 12/XI/85
& 30/XII/85
(News-letter/Faits Nouveaux 5/85)

EUDISED descriptors: educational opportunities; higher education; science education; technological change; technology; vocational training; United Kingdom

GEOGRAPHY FOR THE YOUNG SCHOOL LEAVER

The Northern Ireland Council for Educational Research (NICER) has published an evaluation of the Geography for the Young School Leaver (GYSL) project (1). The research was carried out during 1983-84 by means of a questionnaire survey, in which returns were received from the Geography Departments of 130 of the Province's 180 secondary schools complemented by more detailed studies in 18 schools. In 11 of these 18 schools evidence was obtained from fourth and fifth year pupils as well as from teachers and principals.

GYSL is a Schools Council project focusing on human and economic geography for 14-16 year olds, which was originally set up in Avery Hill College of Education in London in 1970. GYSL sought to encourage several changes and improvements in geography teaching:

- it aimed to be relevant to pupils' everyday experience and to growing up in a late 20th century democracy;

- it focuses on key ideas and concepts rather than on factual information;

- it gives attention to values and attitudes and, in particular, to helping pupils to understand the viewpoints of others and the conflicting interests that may be involved in decision-making;

- it recommends active and participatory styles of learning with problem solving, class discussion, fieldwork and guided discovery approaches;

- teachers, in consequence, should spend less time simply imparting factual information and more in managing resources, chairing discussions and organising fieldwork. Teachers are encouraged to develop their own materials;

- in assessment marks should be given mainly for evidence of understanding and demonstration of skills rather than merely factual recall.

GYSL was brought to Northern Ireland in 1974. In the ensuing decade the project spread from an original pilot group of 15 schools to some 60 schools. Although the original kits had been prepared in England and contained no Northern Ireland examples, the project's "relevance" was appreciated by teachers, principals and pupils alike. The skills-based approaches of GYSL had been enthusiastically adopted by many teachers, but less progress had been made in handling those parts of the course relating to values and attitudes. Pupil questionnaires showed that much time was spent in mastering such skills as mapwork and interpreting graphs (recommended in the project Guides) but also in copying notes (not recommended). The GYSL Guides recommend close collaboration with teachers in other subjects areas but the extent of this varied greatly from school to school.

From the outset it was realised that GYSL makes heavy demands on teachers. The evaluation therefore considers what forms of help and support were found most useful. The work of the project co-ordinator was highly praised.

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(1) Sutherland, A.E. From Avery Hill to Ulster: the implementation of the Geography for the Young School Leaver Project in Northern Ireland. Belfast: NICER, 1985, 246p. ISBN 0 903478 33 1

In-service courses related to the project and regular meetings of teachers from neighbouring schools were also found useful, especially by beginners or if they took the form of a workshop.

For the pupils, the favourite activity was fieldwork. They were sharply divided on their views on mapwork, which most boys liked and most girls disliked. They enjoyed learning about their local area but would have liked to hear more about foreign countries.

NICER press release, February 1986
(News-letter/Faits Nouveaux 1/86)

EUDISED descriptors: curriculum development; geography; innovation; lower secondary; teaching method; United Kingdom

REVIEW OF HIGHER EDUCATION IN SCOTLAND

Addressing the Scottish Grand Committee in January 1986, Malcolm Rifkind, Secretary of State for Scotland, welcomed the report of the Scottish Tertiary Education Advisory Committee (STEAC). "It is a unique analysis of the present structure of higher education in Scotland which will be a point of reference for some considerable time to come. It is a substantial contribution to the public debate on the government's higher education policies."

The terms of reference given to the STEAC in June 1984 were: "To consider and report on the future strategy for higher education in Scotland, including the arrangements for providing instructions with financial support and general principles which should govern relationships between universities and other institutions; to advise the Secretary of State on such other matters as he may remit to the Council; to collaborate as necessary with the University Grants Committee, the National Advisory Bodies for local higher education in England and Wales, the Manpower Services Commission and other appropriate bodies." The first task of the Council has been to review future strategy for higher education in Scotland and to advise the government on the application in Scotland of the policies considered in the Green Paper "The development of higher education into the 1990s". The report was published in December 1985.

The Council considered extensive evidence on demand for higher education, including criticisms of Scottish Education Department (SED) forecasts. It endorsed the high variant in SED's revised projections published in November 1985. This variant implies a decline of slightly over 20% in the number of young entrants to full-time higher education in Scotland over the next decade. While the number of mature entrants is expected to rise, this is unlikely to offset the reduction in young entrants.

The Council also considered the requirements of employers for qualified manpower and found that these requirements would increase in many areas, especially for people qualified in branches of engineering, information technology and computing, mathematics and physics. While requirements might be met to some extent by retraining, STEAC concluded that demographic decline would lead to a serious shortage of qualified manpower, unless greater participation in higher education was encouraged among groups where participation was at present low.

STEAC concluded that no fundamental changes were required in the roles of the various sectors of higher education in Scotland, but it was in no doubt of the need for a body responsible for academic planning and co-ordination of higher education across the university and non-university sectors. It recommended that such a body should be established at the earliest opportunity.

Scottish Office news release,
1403/85, 1563/85, 65/86
(News-letter/Faits Nouveaux 1/86)

EUDISED descriptors: demand for education; educational need; higher education; manpower need; planning of education; United Kingdom

PROPOSALS TO REINFORCE THE ROLE OF SCHOOL GOVERNING BODIES

The Education Bill, published in February 1986, would, according to Education Secretary Sir Keith Joseph, enable those responsible for standards in schools - governors, local authorities and head teachers - to do their job better. The aim was to re-establish school governing bodies as a force for good in the life of individual schools and the communities they served. A school was more than just an agency of the local education authority or a place where teachers exercised their professional skills.

If the Bill is passed, school governing bodies will in future conform to a standard pattern, and their membership will be greatly changed. At present, local authorities are free to decide on the shape and size of governing bodies, minimum requirements being laid down by the 1980 Education Act. Most schools are obliged to have two elected parent governors. Schools with fewer than 300 pupils must have at least one teacher governor, and bigger schools at least two. Head teachers are given the option to become members. All other appointments are made by the local education authority (LEA), usually according to a formula reflecting the local political scene. In future, schools will have to adopt a formula based on size. Governing bodies will range from 9 to 19 members. In the smallest schools with up to 99 pupils, there will be two parents, two LEA representatives, one teacher, the head and three co-opted members. In the biggest schools, with more than 600 pupils, there will be five parents, five LEA representatives, two teachers, the head and six co-opted members. The overall effect will be to increase the number of parents, reduce sharply the number of political appointees by LEAs and replace them with co-opted members from the community, and cut the relative number of teacher governors - especially in larger schools.

As for responsibilities, the governing body would be required to consider the LEA's policy for the secular curriculum, how in its opinion it should be modified for the school in question, what should be the general aims of the secular curriculum for the school. The governing body would have to consult the head teacher when considering the curriculum and also the LEA before making or varying any such statement. The head teacher would be responsible for determining and organising the curriculum within the school and would take into consideration the policy of the LEA and the governing body.

It would be the duty of each head teacher to determine measures to be taken with a view to:

- promoting, among pupils, self-discipline and proper regard for authority,

- encouraging good behaviour on the part of pupils,

- securing that the standard of behaviour of pupils was acceptable,

- regulating the conduct of pupils,

in accordance with any written statement of general principles provided for him by the governing body.

The LEA would be required to give the governing body an annual statement of the running costs of the school and make available funds which the governing body could spend at its discretion on books, equipment, stationery plus such other headings of expenditure as the authority might specify.

The governing body would be required to prepare an annual report to parents, to hold an annual parents' meeting to discuss the report and the actions of the governing body, the head teacher and the LEA. The LEA would have the power to require the governing body to produce its annual report in other languages as well as English.

Head teachers would be appointed by a joint LEA-governors selection panel, the governors having a majority. The LEA Chief Education Officer would have the right to attend all parts of the selection process and give advice. As for other teaching staff, governing bodies would recommend candidates to the LEA. It would be the duty of the LEA to consult the governing body and the head teacher before extending a person's probationary period or deciding whether it had been successfully completed. The governing body and the head teacher would each have the power to suspend a member of staff.

The Times Educational Supplement, 28/II/1986;
Department of Education and Science News,
20/II/1986
(News-letter/Faits Nouveaux 1/86)

EUDISED descriptors: behaviour; board of governors; curriculum; governing body; head teacher; management; parent participation; parent-school relation; recruitment; role; United Kingdom

NEWLY-QUALIFIED TEACHERS IN NORTHERN IRELAND

In October 1985, for the eighth consecutive year, the Northern Ireland Council for Educational Research (NICER), in collaboration with each of the five training institutions in Northern Ireland, surveyed the employment position of students who had qualified as teachers at the end of the previous year. In particular, the enquiry sought to identify:

- those who had taken up permanent teaching posts;
- those who were teaching in a temporary, substitute or part-time capacity;
- those who were still seeking teaching posts;
- those who had sought teaching posts but who were no longer doing so;
- those who had not sought teaching posts.

A total of 551 teachers qualified from the five teacher training institutions in 1985. One in three teachers took the Post-Graduate Certificate in Education course. Almost a quarter had completed the Bachelor of Education General Degree, while a further 13% had followed the Honours Bachelor of Education course. Slightly more teachers were trained for the secondary sector than for the primary sector. In terms of the sector for which they had trained, 63% of men and 46% of women had trained for secondary education, while 37% of men and 54% of women had prepared for the primary sector.

In response to its questionnaires NICER received responses from 497 of the newly-qualified teachers of whom 47% were in permanent teaching posts, 37% were teaching in temporary, substitute or part-time capacity, 8% were still seeking jobs, 1% was no longer seeking teaching posts and 7% did not seek teaching posts. The number of those entering teaching was 418, that is 76% of the total who qualified. In 1978 the number entering teaching was 810, being 77% of those who qualified.

A trend has been identified in which larger proportions of the newly-qualified have been entering the profession on a non-permanent basis. In 1978 the proportion of permanent to non-permanent was 75%/25%, whilst in 1985 it was 56%/44%. Of the 184 teachers in the non-permanent category for 1985, 78% were women and 22% were men.

The extent to which teachers had been prepared to travel in seeking posts was recorded, and it emerged that, of the 255 teachers for whom it was known 59% had been prepared to travel anywhere within Northern Ireland, 34% up to a 20-mile radius of their home, and 5% had not sought posts further than 10 miles from their home. A further 2% of teachers stated that they had sought teaching posts in other parts of Britain.

D'Arcy, J.M. The employment of teachers newly-qualified in 1985. Belfast: NICER Research Unit, 1986
(News-letter/Faits Nouveaux 3/86)

EUDISED descriptors: initial employment; job seeking; teacher; teacher education; United Kingdom

REPORT ON PAY AND CONDITIONS OF SERVICE OF TEACHERS IN SCOTLAND

The committee of inquiry, under the chairmanship of Sir Peter Main, into the pay and conditions of service of school teachers in Scotland published its report on 2 October 1986. Among the committee's principal recommendations are:

Pay

A radical simplification of the existing pay structure designed to make the structure more flexible, to improve prospects for career earnings, and to provide continuing incentives for good classroom teachers.

The introduction of a new grade of Senior Teacher for good classroom teachers in primary, secondary and special schools.

A pay increase, averaging 16.4% against the pay levels currently applying, to be paid from 1 October 1986 until 31 March 1988, and conditional on acceptance by all sides of the central recommendations of the report.

Conditions

Clarification of the professional role of the teacher. A review of staffing levels in primary, secondary and special schools.

The adoption of a national standard working week (35 hours) for all planning purposes and to assess staffing implications of new educational developments.

Management

An enhancement of the authority of the headteacher, particularly in the selection and appointment of staff.

A review by the Scottish Education Department of the role of school councils and a re-establishment of the partnership between parent and teacher.

The committee first met on 14 April 1986, following which it issued a general invitation to submit written evidence. Four hundred and thirty submissions were received from individuals or groups of teachers and parents (including 43 parent-teacher associations) by 16 May. Forty-six submissions were received from national bodies. Members of the committee visited nine schools and one college of education. The committee met on 21 days.

In a statement marking the publication of the committee's report, Sir Peter Main said: "We have been much encouraged by what we have seen and heard over the past six months. Our visits to schools, our discussions with individual teachers and the progress that has been achieved with major educational reforms have convinced us that there are real grounds for optimism about the future of Scottish education. At the same time, we cannot ignore the fact that morale within the profession is low, with teachers uncertain about their position in the community and about their future.

Our children are entitled to the best education we can provide. In the final analysis, the quality of the education they receive will depend on the performance and the motivation of individual classroom teachers. It is important therefore that the self-confidence of teachers should be restored...

Our recommendations will require substantial additional expenditure. If the taxpayers and ratepayers are to be asked to find this money, they have a right to some assurances that they will get value for money. We believe those assurances are available in our report, particularly in our proposals for enhancing the authority of the headteacher, for a greater commitment to positive staff development programmes, and in our conclusions about the teachers' professional responsibilities, particularly as regards their partnership with parents."

Scottish Office news release, 1268/1986
(News-letter/Faits Nouveaux 3/86)

EUDISED descriptors: salary; teacher; teacher behaviour; teacher status; working conditions; United Kingdom

CITY TECHNOLOGY COLLEGES

Education Secretary Kenneth Baker has given details of the government's plans for a pilot network of 20 City Technology Colleges (CYCs) in urban areas.

Mr Baker invites potential promoters of the new colleges - industry and commerce, education trusts, charities and other voluntary organisations - to sponsor CTCs. The promoters will own, or lease, the CTCs and run them. They will be responsible for employing teachers and other staff. They will have charitable status and be non-profit making. Among the other main characteristics of the CTCs will be:

- they will normally cater for 11-18 year olds;
- they will be registered independent schools, subject to inspection by Her Majesty's Inspectorate;
- they will charge no fees;
- the promoters will make a substantial contribution toward the costs;
- they will offer a broad curriculum, with the strong practical element which is essential preparation for the changing demands of adult and working life in an advanced industrial society;
- they will be set up in urban areas, including disadvantaged inner cities;
- they will aim to secure the highest possible standards of achievement, both academically and in other ways.

Pupils will span the full range of ability and be drawn from a substantial catchment area. They will be selected on the basis of their aptitude, their readiness to take advantage of the type of education offered in CTCs and their parents' commitment to full-time educational training up to the age of 18 and to the CTC curriculum and ethos.

There will be a broad and balanced curriculum, up to the age of 16, including a large technical and practical element. There will be a strong emphasis on self-discipline and positive attitudes. The school day and school term are likely to be longer than the minimum required by law for local education authority (LEA) maintained schools. All pupils will be expected to honour the requirements for homework and to participate in extra-curricular activities. Work experience will form an integral part of education at a CTC.

CTC's staff will be free to negotiate pay and conditions on the understanding that the Secretary of State's contribution to running costs will broadly reflect salary levels current in LEA maintained schools.

Giving details of the government's plans, Mr. Baker said: "There is no simple stimulant which will restore or sharpen the appetite for education. But I think parents, particularly in urban areas, will value the new choice of free secondary education outside the maintained system. By giving such a choice we shall harness the energies of many families. We shall demonstrate what it is possible to achieve, for children of all abilities, in a disciplined school community, working with clear objectives and priorities for the curriculum. Many LEAs set high standards and demand value for money. Many schools serve their community well. I shall continue to support them. But I see no merit in protecting a monopoly. Nor in ignoring the fact that many families living in the cities do not have access to the kind of schools which measure up to their ambitions."

Mr. Baker's enthusiasm for the CTCs is not shared in all educational circles. It has been suggested that rather than educational standards, the CTCs may in reality drain precious resources away from schools in their areas. Concern has also been expressed about the manner in which pupils are to be recruited to the CTCs, since it would seem to suggest a reintroduction of selection at the age of 11 plus.

Department of Education and Science News, 14/X/86;
The Guardian, 15/X/86;
The Daily Telegraph, 15/X/86;
(News-letter/Faits Nouveaux 3/86)

EUDISED descriptors: curriculum; educational innovation; quality of education; secondary education; selection; technical education; urban area; United Kingdom

REPORT ON THE DEVELOPMENT OF PRIMARY SCHOOLING

An all-party committee of members of parliament has called for more teachers and a much higher level of funding for primary schools in a report published at the end of September.

The chairman of the committee, Sir William van Straubenzee, stressed at the report's launch that he did not expect any immediate and dramatic changes. He saw the report's recommendations as providing a long-term solution. Sir William agreed that the implications for resources were huge, but "the nature of the problem is such that the nation will have to face up to this."

The report stresses that primary education is the foundation upon which the education system is built. It observes that primary teachers are often undervalued and says "the differential resourcing of primary and secondary, to the disadvantage of the former, is but one aspect of this entrenched and midguided tradition."

If teaching standards are to be improved, especially through more in-service training, the teachers' contact time must be reduced. To this end, the committee recommends a further upward revision in the intake to primary teacher training from 10,300 in 1987 to 11,900 in 1989. Each school should have a named person who is responsible for co-ordinating the training needs of teachers in the school and for advising how those demands might best be met. Every primary head should be legally compelled to do some teaching. Teachers who transfer from secondary to primary schools should undergo a period of training.

The committee had obviously been struck on its school visits by the deteriorating state of many buildings. It comments that the current neglect of maintenance must inevitably lead to both teachers and pupils adopting an attitude of "if they don't care, why should we?". The size of the problem should be investigated with some urgency, and a programme of improvement put into effect as soon as possible.

The committee recommends a series of steps whose implementation would lead to the equivalent of nursery education for almost all four-year-olds. All three- and four-year-olds, except those in the most remote areas, should have a basic entitlement to pre-school provision. Where there are no nursery classes or day nurseries, the committee would like to see local education authorities helping parents to organise and finance some kind of alternative. Alongside this provision, the committee would like to see local education authorities move towards allowing entry into the maintained system at the beginning of the school year in which the child is five. This would either be into a nursery class or, where that was unavailable, into an infant form with suitable staffing and equipment.

Among other recommendations of the committee are the following:

- The law on daily worship should be changed to allow flexibility of timing during the day, and also so that sections of the school may worship separately.

- Her Majesty's Inspectorate should make it a standard practice to include in its reports of schools a statement on the extent to which the work of the school reflects the ethnic diversity in English society.

- There should be a consultative committee, semi-independent of the Department of Education and Science, and representing views from within and outside the education system, that can advise the Secretary of State on what should be said about the broad content of the curriculum.

- Full-range primary schools should, where possible, be large enough to have eight teachers. Some separate junior, separate infant and separate nursery schools should be retained.

The Times Educational Supplement, 26/IX/1986
(News-letter/Faits Nouveaux 3/86)

EUDISED descriptors: building; early childhood education; educational provision; nursery school; pre-school education; primary education; religious education; resource allocation; school entry age; teacher education; United Kingdom

EDUCATIONAL PRIORITIES OF THE LABOUR PARTY

Addressing the Senior Education Officers' summer conference in July 1986, Neil Kinnock, leader of the Labour Party, said that a Labour government would want to establish national standards of recommended provision in key areas of expenditure, such as pre-school provision, class size, book supply and in-service teacher training. Local Education Authorities would be helped to ensure comparable quality of provision, opportunity and access everywhere in the country.

While emphasising that there could be "no miracles and no endless millions (of pounds)" available for education, Mr. Kinnock did insist that there would "have to be extra resources to alleviate teacher shortages, improve the conditions of buildings, libraries, laboratories and workshops and where the benefits of examination and curriculum reform are nullified by lack of means". While there was a need, however, for major additional resources, the money had to be spent more efficiently. There was a need, for example, for

co-ordination in higher education. As for adult education, it "will receive the necessary status and continuity of interest and finance only if it too has a national body to co-ordinate the representation of interests and the disbursement of at least part of the funding."

Mr. Kinnock stressed that his educational goal was equity, insisting: "Equality and excellence are not only compatible; they are actually interdependent."

A pamphlet "Equality and Quality: A Socialist Plan for Education" published in early September 1986 gives further details of the Labour Party's educational aims. In the pamphlet Giles Radice, the Labour Party's education spokesman, says that a Labour government would introduce a new Education Act requiring local authorities to end selective education, create more nursery places and extend further and higher education. The Act would also abolish the Assisted Places Scheme, whereby pupils of the State sector can have their education paid for in the private sector, and create an "Education Ombudsman linked to a network of local advice centres".

The Schools Council, abolished in 1982, would be reborn as the Education Council. On it would sit representatives of the teacher unions, parents, industry and "independent education experts".

According to Mr. Radice, teachers are the key resource for raising standards, and it is vital to improve their effectiveness. To this end, the Labour Party would "encourage and reward" good teachers who stay in the classroom, and there would be "appraisal of teachers linked to more in-service training".

High priority would be given to making it easier for the unemployed to take part in education, and a series of initiatives would be undertaken to increase "return and learn" and continuing education opportunities.

In his examination of the content of education, Mr. Radice called for more higher education courses which straddle subjects and disciplines. Government, higher education and schools have a clear duty to combat the serious shortage of some kinds of engineers, technologists and scientists. According to Mr. Radice, however, a demand for particular scientific, engineering and technological skills does not justify the case for a drastic switch away from the arts and social sciences. Indeed, the evidence from employers is that firms are increasingly looking for graduates with a knowledge of both science and the humanities.

"I strongly believe," said Mr. Radice, "that the more that can be invested in education, the better it will be for the nation."

Education, 11/VII/86;
The Times Higher Educational Supplement, 5/IX/86;
The Times Educational Supplement, 5/IX/86;
(News-letter/Faits Nouveaux 3/86)

EUDISED descriptors: educational policy; equal opportunity; political party; priority; quality of education; resource allocation; United Kingdom

TEACHING OF SCIENCE IN PRIMARY SCHOOLS IN NORTHERN IRELAND

In guidelines on the teaching of science in primary schools, issued in December 1986, the Northern Ireland Council for Educational Development suggests that when "considering the introduction of a school policy for science, the principal should take into account the reasons why scientific experience is essential, and why it should be included at all levels in the curriculum. Discussion should take place with all staff to develop an agreed science policy which contributes to the school's overall aims. The policy statement should indicate the importance that the school attaches to science, the objectives that the children should achieve and the overall plan by which the staff hope to implement these objectives. The policy statement should indicate the approach and the broad components of the science curriculum (content themes, major concepts and skills) and show the logical progression which ensures continuity in children's experiences from year to year."

According to the Council, the role of the principal is important in the initiation of the team effort which not only creates the policy but goes on to apply its principles in developing the teaching programme. It is unlikely that science can be developed effectively in the primary school unless it is given a proper status, and this has implications for teachers, for organisation and for resources. The status of science will be directly related to the amount of time committed to it within the curriculum. This need not necessarily mean that science appears with a specific time allocation on a school timetable, but rather that the principal and teachers should be aware of how the science policy statement is being implemented within the schemes of work which make up the total curriculum. "There are many starting points for science. Science may sometimes permeate the whole curriculum so that the science investigation is just one aspect of a wider theme that the class is exploring. The local environment and everyday things are rich sources of ideas for science. Pupils' own interests and observations can generate the spark of curiosity and wonder needed to get started."

Among the reasons cited in the guidelines for teaching science in the primary school are:

- to foster an attitude of curiosity;
- to provide interest and enjoyment;
- to develop powers of observation;
- to develop the ability to carry out practical investigations;
- to show how science relates to everyday life;
- to encourage children to appreciate their environment;
- to develop the ability to define problems and to find solutions.

"Many of the abilities developed in science are of general educational value and are found in different combinations in other subjects. Opportunities abound for teaching themes which link across subjects and even integrate them." For example, practical enquiry by children in groups or as a class

involves discussion and debate, whilst recording of findings gives opportunities for written work, for mathematical and graphical work, for model building and for drawing.

Northern Ireland Council for Educational Development.
Guidelines for primary schools: science.
Belfast, 1986
(News-letter/Faits Nouveaux 5/86)

EUDISED descriptors: aims of education; integrated curriculum; primary school; science education; United Kingdom

DRUG EDUCATION INITIATIVE IN SCOTLAND

In October 1986, Lord Glenarthur, Minister of State at the Scottish Office with responsibility for Health and Social Work, addressed a seminar on misuse of drugs for directors of education and chief constables in Scotland. He said: "Our drug misuse campaign can only be effective if it is based on the wholehearted and committed co-operation of the many public and private agencies who have a role in the prevention and cure of this modern disease of our society." He drew attention ot three key elements concerning how the issue should be tackled in schools:

- "The first is the need for an effective management response in schools to the drugs problem. We should mobilise our schools as institutions against drug misuse and make the most of their positive and caring ethos to set against the negative ethos of drug taking.

- The second element in a comprehensive policy is the training of teachers.

- The third element of our comprehensive programme is the development of teaching materials."

Lord Glenarthur went on to warn that caution was needed in reacting to calls for a drug education programme for all school children from the earliest primary stage. He doubted the effectiveness of teaching primary age children about specific drug related issues, but he agreed that broadly based health education should begin at an early stage. "It is also of great importance," he continued, "to take into account the views and legitimate concerns of parents. Schools embarking on drug education courses should involve parents carefully and explain to them in detail the purpose of the course. Many parents would probably rather that their children did not have to be exposed to such issues." He welcomed the constructive approach taken in the "Drugwise 12-14" materials and in the complementary materials prepared by the Consultative Committee on the Curriculum and Strathclyde Education Department with funding from the Scottish Education Department.

Speaking in November 1986, John MacKay, Minister for Education, Agriculture and Fisheries at the Scottish Office, said: "Misuse of drugs is a major problem at present. Our strategy is to reduce the supply and curb the demand for drugs. To implement this dual strategy measures are being taken by the Customs and police to stop drugs getting into the country and onto the streets. At the same time, we have introduced a public information

and education campaign against drug misuse developed by the Scottish Health Education Group. The education service in particular is seeking to encourage children and young people to choose a healthy lifestyle and to discourage them from getting involved with drugs... We see the campaign against drugs as one important part of a comprehensive programme for healthy living - a concept which schools, colleges, community education services and voluntary organisations will wish to foster."

Scottish Office news release, 1334/86, 1448/86, 1465/86
(News-letter/Faits Nouveaux 5/86)

EUDISED descriptors: drug addiction; health education; parent-school relation; United Kingdom

NEW HIGHER PROJECTIONS OF STUDENT NUMBERS

Education Secretary Kenneth Baker published, at the end of November 1986, new projections of student demand for higher education. They are significantly higher than those prepared two years ago. The projections reflect the continuing upward trend in admissions to universities, polytechnics and colleges.

Mr. Baker said: "Since 1979 the number of home students in higher education has increased by almost 140,000, including an increase of 80,000 in the number of full-time students. The proportion of 18-19 year olds entering full-time higher education has risen from 12.4% to 13.9%, and the number of mature entrants to full-time education is up by more than 15%. The proportion of home students on science courses has increased from 44% to 47%, and the proportion who are women from 42% to 44%."

The new projections envisage further increases in numbers over the next few years and illustrate what may happen in the 1990s, when the number of 18-19 year olds is going to fall by one-third.

Mr. Baker pointed out that the projections should not be interpreted as offering a statement of government policy. "They underline, however," he continued, "the need to review the implications of the fall in numbers of young people for the supply of higher qualified manpower. In addition, the analysis brings out the extent to which participation rates in higher education will depend on the success of the government's policies to raise standards in schools, to increase participation in education and training among young people after the age of 16, and to encourage more suitably qualified mature students to enter higher education. The government's policy remains the provision of places for all who have the intellectual competence, maturity and motivation to benefit from higher education and who wish to do so."

According to one projection, total student numbers (full-time equivalents) will rise to 700,000 in 1989, drop to 616,000 in 1996 and rise again to reach 633,000 in the year 2000. A second projection envisages 723,000 students in 1989, 691,000 in 1996 and 723,000 in the year 2000.

Department of Education and Science. Projections for higher education in Great Britain 1986-2000. London: DES, 1986 ISBN 0 85522 165 8; Department of Education and Science News, 20/XI/1986 (News-letter/Faits Nouveaux 5/86)

EUDISED descriptors: demand for education; forecasting; higher education; population trends; United Kingdom

ATTITUDES TOWARDS TEACHING OF SCOTTISH GRADUATES IN MATHEMATICS AND PHYSICS

The Scottish Education Department published in the January 1987 edition of Statistical Bulletin (ISSN 0143-599X) the main results of a survey of graduates in mathematics and physics from Scottish universities and colleges in 1986. The survey was conducted in order to help to evaluate a number of possible initiatives to improve the supply of mathematics and physics teachers. The questions asked covered career intentions and attitudes towards teaching as a career. The survey covered approximately 1,100 possible graduates in mathematics and physics. There were 577 usable responses to the survey.

The results show that 21% of female intending graduates and 8% of male intending graduates had accepted, or were seeking, entry to a teacher training course. Their most frequently quoted reasons for considering teaching as a career were that it made a worthwhile contribution to society (76%); it offered secure employment (74%); it gave the chance to work with children (72%); and the working hours and holidays were attractive (81%). While 45% mentioned a "reasonable salary" as an attraction to teaching, only 4% said that it was a strong reason. There is a suggestion of sex differences, though the small number of cases make the detection of these very imprecise. For example, 61% of females gave the "want to work with children" factor as a strong reason, but only 35% of males. There was also some difference in the "always wanted to be a teacher" category, where 48% of females gave this as a strong reason, and 38% of males. The position on "working hours and holidays" was similar. In contrast, "opportunity to stay in Scotland" was quoted as a strong reason for 53% of males, but only 32% of females.

For those not entering teaching, the most frequent reason mentioned for not considering teaching as a career was salary (83%). Conditions of work and discipline in schools and the apparent poor status of teachers were chosen by 73% and 67% respectively. There were again some sex differences among the reasons for not considering teaching as a career. More men than women wished to explore their subject further - 53% of males compared with 33% of females. More men than women were discouraged by low teaching salaries: 65% of men were strongly discouraged by this factor, compared with 52% of women.

For those not entering teaching, by far the most frequently mentioned influence which might have caused them to change their mind was a better salary. The factor which came second as a possible influence was "more resources in schools"; 65% mentioned this factor. The other factors chosen by over half the respondents were the possibility of a more flexible career structure (57%) and an extra grant during training.

Scottish Education Department.
Statistical Bulletin, January 1987
(News-letter/Faits Nouveaux 1/87)

EUDISED descriptors: attitude; graduate; mathematics; opinion; physics; survey; teacher; teacher status; teaching profession; United Kingdom

REVIEW OF THE UNIVERSITY GRANTS COMMITTEE

The Secretaries of State for Education and Science and for Northern Ireland established a Review of the University Grants Committee in July 1985 "to review, within the context of the expected devlopments in higher education, the University Grants Committee's constitutional position and role in relation to the government and to the universities, its membership, its internal structure and working methods and its secretariat."

The Review Committee, chaired by Lord Croham, published its report in February 1987. It recommends a new University Grants Council, with broadly equal numbers of academic and non-academic members, to replace the present University Grants Committee. The report sets out three objectives underlying its proposals for a new University Grants Council (UGC): independence, effectiveness, accountability.

The report recommends that the UGC should be chaired by an eminent figure with substantial experience outside the academic world combined with a strong personal interest in higher education, who would be expected to give a limited but variable amount of time to the Council's work. The principal executive officer would be full-time and a full member of the Council, would preside in the chairman's absence and would be accounting officer for grants to the universities. Among other key recommendations are:

- the establishment of a United Kingdom Education Commission to advise government and educational institutions on national needs in relation to the education system;

- provided inflation remains below 5%, triennial funding for the universities, with recurrent grants set out in cash terms for a period of three years, on the basis that they would not be reduced other than in a national emergency during that period;

- the institution of financial memoranda governing the financial relations between the government and the UGC, and the UGC and the universities; and power to obtain necessary information from universities;

- an urgent re-examination by the Department of Education and Science and the Health Departments of the mechanisms for the joint development of funding policy for medical education;

- a re-examination of the present arrangements for academic salary negotiations.

An intermediary body between the government and the universities is necessary, the report says, because the government requires independent advice on policy objectives, on the capabilities of the universities and their capacity to meet those objectives, on the level of funding which would be required, and on the consequences for the universities of different levels of funding. The Croham Committee shares the view, taken by successive governments since the inception of public funding, that the national interest is best served in the long term by insulating the distribution of grant from immediate political pressures.

Referring to the binary system, the report says that its recommendations could be compatible with an "overarching body" dealing with the division of student numbers and of finance between the universities and the public sector of higher education, if such were thought to be a worthwhile proposition, but that only a major political decision could abolish the binary line, dividing the universities from the polytechnics and other public sector higher education.

Department of Education and Science News, 10/II/1987
(News-letter/Faits Nouveaux 1/87)

EUDISED descriptors: administrative structure; budgetary control; higher education; resource allocation; university; United Kingdom

POLITICAL PARTIES AND EDUCATIONAL POLICY

We reproduce below extracts from the manifestos of the principal political groupings which contested the June 1987 general election.

THE ALLIANCE

The SDP/Liberal Alliance programme for government contained a ten-point national programme for raising educational standards.

Encouraging progress: We will require all schools, both maintained and independent, to publish indicators showing progress in academic results related to intake and social factors such as community involvement, truancy and delinquency.

Setting goals: We will ask each school to set targets for improvement - in the case of maintained schools, in consultation with their local education authority.

Assisting improvement: We will institute 'special inspections' of all schools which regularly fall below a certain level in terms of progress achieved.

Rewarding excellence: We will institute an annual 'Queen's Award' for schools, to be judged by an independent panel of experts, for outstanding progress, teaching and curriculum innovation and success.

Promoting professionalism: We will establish 'teacher fellowships' as one year awards to outstanding teachers.

Spreading technology: We will develop Information Technology Centres as resources of technological expertise in collaboration with local colleges, polytechnics and universities and computing.

Enriching experience: We will initiate a pilot project of summer schools, targeted on inner city children, to enhance performance across the curriculum; we will approach independent schools to participate and make their facilities available for these summer schools.

Boosting numeracy: We will inaugurate a national numeracy campaign, backed by advertising and television.

Involving parents: We will launch pilot projects for parental involvement in schools.

Empowering parents: We will establish a 'code of good practice' for local education authorities including: parents having a voice on education committees; local education authorities (LEAs) publishing their policies on home/school links; LEAs appointing an advisory officer with special responsibility for developing a closer partnership with parents; the training of parent governors.

THE LABOUR PARTY

Our children are our future. We have a moral and material duty to see that children and young people are fully equipped to deal with the complexities and challenges which face them now and which they will meet as citizens, parents and workers in the future.

They must be provided with a system of education that enables them to control that future. We must see that it is democratic and just, that it is creative and compassionate, and that it is one in which they can fully exploit the advantages of science and technology with confidence and in safety.

In pursuit of those objectives, Labour will invest in education so that the abilities of all children and adults from all home backgrounds and in every part of our country are discovered and nourished.

We will make nursery education available for all three- and four-year-olds whose parents want this opportunity. We will make provision for smaller classes and ensure that children have up-to-date books, equipment and buildings without having to depend on fund-raising for those essentials.

The entitlement to free school meals and the restoration of nutritional standard are, like the strengthening of the school health service, commitments which are necessary to safeguard the physical and social wellbeing of growing children.

We will see that teachers are recognised properly as well qualified professionals, in their systems of rewards, in the procedures for negotiation of their employment conditions and in particular in the development of education.

In addition we shall work with local education authorities to secure a flexible but clear core curriculum agreed at national level, a School Standards Council, and a new profile of achievement recording individual progress through

school for all pupils. We will improve links between schools and home so that parents and teachers act in partnership to foster the best interests of children.

We shall foster achievement with other policies such as providing proper funding for the GCSE (1) curriculum and examination, for improved supply of teachers and equipment for science subjects so that girls as well as boys increase science learning. There will be maintenance allowances for 16- to 18-year-olds whose family circumstances would otherwise impede their further education.

We will spread the provision of a comprehensive tertiary system of post-school education.

These policies will all contribute to raising standards of performance in schools. At the same time as we improve the quality of publicly provided education, we shall end the 11 plus everywhere and stop the diverting of precious resources that occurs through the Assisted Places Scheme and the public subsidies to private schools.

Labour values the research and teaching contribution made by Britain's higher education system. We will ensure that our universities and polytechnics get the resources they need to restore and expand the opportunity for all qualified young people seeking higher education to secure places. We will ensure that more adults have access to higher education to give them the 'second chance' of personal development.

We will also invest in research in higher education, in order to provide the facilities and opportunities necessary to sustain standards of excellence, to retain and attract the highest talents and to encourage the industrial and commercial application of research output.

Education for life through a well-funded adult education service will help to provide the means by which rapid economic and social change can be embraced.

THE CONSERVATIVE PARTY

Raising standards in our schools

Parents want schools to provide their children with the knowledge, training and character that will fit them for today's world. They want them to be taught basic educational skills. They want schools that will encourage moral values: honesty, hard work and responsibility. And they should have the right to choose those schools which do these things for their children.

How can all this best be done? Resources obviously matter. This Government has provided more resources for pupils than ever before. With the Conservatives, spending per primary pupil has risen by 17 per cent after allowing for inflation and per secondary pupil by 20 per cent under our Government. There are more teachers in proportion to pupils than ever before. British schools are world leaders in the use of computers in the classroom.

But money alone is not enough. Increased resources have not produced uniformly higher standards. Parents and employers are rightly concerned that not enough children master the basic skills, that some of what is taught seems

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(1) General Certificate of Secondary Education

irrelevant to a good education and that standards of personal discipline and aspirations are too low. In certain cases education is used for political indoctrination and sexual propaganda. The time has now come for school reform.

Four major reforms

First, we will establish a National Core Curriculum. It is vital to ensure that all pupils between the ages of 5 to 16 study a basic range of subjects - including maths, English and science. In each of these basic subjects syllabuses will be published and attainment levels set so that the progress of pupils can be assessed at around ages 7, 11 and 14, and in preparation for the GCSE at 16. Parents, teachers and pupils will then know how well each child is doing. We will consult widely among those concerned in establishing the curriculum.

Second, within five years governing bodies and head teachers of all secondary schools and many primary schools will be given control over their own budgets. They know best the needs of their school. With this independence they will manage their resources and decide their priorities, covering the cost of books, equipment, maintenance and staff. Several pilot schemes for financial devolution to schools have already proved their worth...

Third, we will increase parental choice. The most consistent pressure for high standards in schools comes from parents. They have a powerful incentive to ensure that their children receive a good education. We have already done much through the 1980 and 1986 Education Acts so that parents can make their voice heard. But parents still need better opportunities to send their children to the school of their choice. That would be the best guarantee of higher standards. To achieve this, we will ensure that local education authorities (LEAs) set school budgets in line with the number of pupils who will be attending each school.

Schools will be required to enrol children up to the school's agreed physical capacity instead of artificially restricting pupil numbers, as can happen today. Popular schools, which have earned parental support by offering good education, will then be able to expand beyond present pupil numbers.

These steps will compel schools to respond to the views of parents. But there must also be variety of educational provision so that parents can better compare one school with another.

We will therefore support the co-existance of a variety of schools - comprehensive, grammar, secondary modern, voluntary controlled and aided, independent, sixth form and tertiary colleges - as well as the reasonable rights of schools to retain their sixth forms, all of which will give parents greater choice and lead to higher standards.

We will establish a pilot network of City Technology Colleges. Already two have been announced and support for more has been pledged by industrial sponsors.

We will expand the Assisted Places Scheme to 35,000. This highly successful scheme has enabled 25,000 talented children from less-well-off backgrounds to gain places at the 230 independent schools currently in the scheme.

We will continue to defend the right to independent education as part of a free society. It is under threat from all the other parties.

Fourth, we will allow State schools to opt out of LEA control. If, in a particular school, parents and governing bodies wish to become independent of the LEA, they will be given the choice to do so. Those schools which opt out of LEA control will receive a full grant direct from the Department of Education and Science. They would become independent charitable trusts. In the area covered by the Inner London Education Authority, where entire borough councils wish to become independent of the LEA, they will be able to submit proposals to the Secretary of State requesting permission to take over the provision of education within their boundaries.

Village Schools

We recognise the important contribution made by small rural primary schools to education and to the community life of our villages. We will ensure, therefore, that the future of these schools is judged by wider factors than merely the number of pupils attending them.

Pre-school education

Eighty per cent of all three- and four-year-olds in this country attend nursery classes, reception classes or playgroups. Formal nursery education is not necessarily the most appropriate experience for children. Diversity of provision is desirable. LEAs should look to support the voluntary sector alongside their own provision.

A better career for teachers

We recognise the importance of teachers and wish to enhance their professional status. The Government has provided a record amount of money to increase their pay by an average 16.4 per cent this year - 25 per cent over 18 months. Our new pay award will encourage able young people to enter the career of teaching and reward the many good teachers already in the profession...

The Government wants an effective and permanent machinery for settling teachers' pay, in which the interests of all parties will be recognised...

Higher and further education

The British system of higher education is among the best in the world. It ranges from universities to further education colleges providing skills and qualifications. We recognise the value of research and scholarship for their own sake. At the same time we must meet the nation's demand for highly qualified manpower to compete in international markets.

Building on our achievements since 1979 - 157,000 more full-time and part-time students - we want to expand higher education opportunities still further. By 1990, we plan to increase student numbers by a further 50,000, and to raise the proportion of 18-year-olds in higher education.

We will replace the University Grants Committee with an independent statutory body on the lines recommended by the Croham Committee. The new body will be called the Universities Funding Council (UFC) and will have broadly equal numbers of academic and non-academic members with a chairman who has a

substantial experience outside the academic world. The primary responsibility of the UFC will be the allocation of funds to individual universities under new contractual arrangements.

Polytechnics are today strong, successful and mature institutions. They are complementary to the universities. Their present structure, under local authorities, is inappropriate for an expanding national role.

As part of our policy to delegate power and responsibility, we will legislate to convert the polytechnics and other mainly higher education colleges in England to free-standing corporate bodies under boards of governors.

We will set up a new Polytechnics and Colleges Funding Council independent of central Government, in place of local authority control.

As part of our aim to widen access to higher education we have begun a review of student support which is the most generous in the western world. We need to modernise this system which has not changed for 25 years. The purpose of the review is to improve the overall prospects of students so that more are encouraged to enter higher education. No final conclusions have been reached, but we believe that top-up loans to supplement grants are one way among others, of bringing in new finance to help students and relieve pressure on their parents.

We will take care to ensure that the best aspects of the present system are retained in any new proposals which we bring forward.

The SDP/Liberal Alliance Programme for Government "Britain United - the time has come";
The Labour Party manifesto "Britain will win";
The Conservative Party manifesto "The next moves forward".
(News-letter/Faits Nouveaux 2/87)

EUDISED descriptors: aims of education; content of education; educational policy; political party; political philosophy; priority; United Kingdom

TRANSFER PROCEDURE AT THE AGE OF 11 PLUS IN NORTHERN IRELAND

The third report arising from the Transfer Procedure Project of the Northern Ireland Council for Educational Research (NICER) has been published.

Between 1981 and 1987 suitability for a grammar school place has been based on the grade (A,M or G) obtained by the pupil on two tests of the verbal reasoning type. The number of A grades awarded to those who take the tests has been equivalent to that of 20% of boys and 20% of girls in the transfer age group. A-grade pupils have been entitled to non-feepaying grammar school places. The number of M grades awarded to those who take the tests has been equivalent to that of 10% of boys and 10% of girls in the transfer age-group. M-grade pupils who are admitted to grammar schools are awarded non-feepaying places. However, although M-grade pupils are eligible for such places if they can find them, they are not entitled to them as are A-grade pupils. Pupils who did not obtain an A or M grade have been awarded a G grade. A G-grade pupil may be admitted to a grammar school only as a feepayer.

The NICER report, "Pupils in the Border Band", is based on a study of 484 pupils who had been awarded an M grade. In 1986, when the fieldwork was undertaken, the pupils were in the first, third and fifth forms of sixteen grammar and fourteen secondary schools. In April 1987, when "Pupils in the Border Band" was in press, the Northern Ireland Department of Education announced the abolition of the M grade. From next year 27% of the age cohort will be entitled to non-feepaying grammar school places, with some other pupils possibly being admitted as feepayers. Even so, the NICER report reveals interesting differences between the M-grade pupils according to type of post-primary school.

Although the majority of M-grade pupils in secondary schools were there as a result of parental preference, an appreciable minority of the parents would have preferred a grammar school place. Parents in non-manual ("middle-class") occupations more often opted for grammar school places than did parents in manual ("working-class") occupations, and, having opted, were more likely to succeed in finding grammar school places for their children. It can therefore be argued that the 1981-1987 form of the transfer procedure has been to the disadvantage of pupils from working-class backgrounds.

Pupils and parents from the grammar sector consistently expressed higher aspirations than did those from the secondary sector for post-compulsory education and for high-status occupations. Differences related to social class were also found, but these were less striking than those between school types. Although the great majority of parents in both sectors were satisfied with the progress their M-grade children were making at school, the proportion that was not satisfied was about twice as high in the secondary school as in the grammar school.

On average the fifth-form M-grade pupils in grammar schools entered for one examination subject more than did those in secondary schools. They also passed more subjects at 'O' level (or equivalent) and obtained a rather higher average grade than did secondary pupils. In their examinations at 16 plus the grammar school pupils were at a particular advantage in languages and science; secondary pupils outperfomed grammar school pupils only in some technological and other vocational subjects. M-grade girls gained on average one 'O' level (or equivalent) pass more than did M-grade boys and more girls than boys reached the four 'O' level criterion required to obtain or retain a non-feepaying place in a grammar school for sixth form.

Sutherland, A.E. & Gallagher, A.M.,
Pupils in the Border Band. Belfast: NICER, 1987. ISBN 0 903478 39 0
(News-letter/Faits Nouveaux 2/87)

EUDISED descriptors: access to education; achievement; aspiration; fees; secondary education; selection; social class; test; United Kingdom

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